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PIONEERS OF
THE KINDERGARTEN
IN AMERICA



BAS-RELIEF OVER DOOR OF THE WINTHROP SCHOOL, BOSTON

PIONEERS OF THE KINDERGARTEN IN AMERICA

AUTHORIZED BY THE
INTERNATIONAL KINDERGARTEN UNION

PREPARED BY THE
COMMITTEE OF NINETEEN



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DEDICATION

To the new generation of teachers who are to carry on the work so nobly begun by the pioneers, this book is affectionately dedicated. The men and women whose lives are recorded here labored in the hope that a better day was to dawn through a better type of education. To the cause of childhood they gave the last full measure of devotion. To it they consecrated their lives. To those who are to follow on in their footsteps, they leave the rich heritage of faith that the best is yet to be in the kindergarten and in the world.

FOREWORD

Circumstance doubtless determines in part the course of history. An intellectual interpretation of the major changes in the development of human institutions is likely to give much weight to factors beyond human control or to motives and ideas moving obscurely in the minds of many men without definite leadership on the part of single persons. But pioneers—the great men and women of history, even if they were not greatly known to fame—have played their part as well. Individual devotion and individual effort count for much in social progress. They count for more, perhaps, in the inspiration they give to those who carry the work of institutions and causes beyond their initial stages.

The kindergarten movement was part of an educational and social revolution, and its leaders must be grouped with those who developed an education new in its outlook, purpose, content, and spirit. Education in general before the nineteenth century was disciplinary, restrictive,

formal, and but little adjusted to the natural development of human beings. The nineteenth century was a period of fundamental change of many sorts. The romantic spirit, a new sympathy for the suffering, the weak, and the oppressed, a new devotion to human good, all appeared in company with the establishment of democracy, the development of science, and the shifting of industry from its center in the home and the community toward its present organization. In religion and education and in other forms of social effort, many voices were raised to protest against the imposition of rules, laws, confinements, and restrictions, and to plead for the development of powers and purposes to take their place. The fundamental doctrine of the kindergarten, education as development, stood in accord with the whole trend of the times.

How to work out in America an education for the youngest children that should start them self-actively, as growing organisms, moving toward purposive command of their own lives—this was the problem of the leaders in the kindergarten movement. The doctrine and practice established by Froebel were incomplete, but his principles were sound. The kindergarten leaders in

this country had the difficult task of interpreting the founder's thought and of modifying his practice in the light of new knowledge concerning the growth of children and the possibilities of education under modern conditions. One of the very difficulties of their task lay in the fact that the knowledge they had to acquire and apply was not yet in existence. They had to establish the kindergarten as best they could, adapting it slowly to growing communities with changing ideals, in the light of such facts as they could get concerning human growth and the instruments of education.

The task is not yet finished, for the science of education is still in its infancy and the organization of American education is far from perfect. But to the pioneers of the kindergarten, American education owes as much, perhaps, as to any other group that helped to develop the new education out of the old, and the present firmly established place of the kindergarten as an institution is due to the effort and devotion of these men and women quite as much as it is due to the forces and circumstances of their time.

HENRY WYMAN HOLMES

Dean of Harvard Graduate School of Education

EDITORS' PREFACE

The Committee of Nineteen has delegated to three of its members the responsibility of securing, arranging, and editing the material for this volume

The Editing Committee has been fortunate in securing so notable a group of writers. The names of the authors as well as the names of the Pioneers give distinction to the book

Each chapter contains a biographical sketch of one of the Pioneers, supplemented by an appreciation of his or her personality and educational influence. This treatment gives the book value as a history of the kindergarten movement in America, and will make it useful as a textbook in courses in history of education

The personal touch gives interest for the general reader who wishes to know more of the life and work of the men and women who have borne so large a part in fostering the development of progressive education in our country. The last paragraphs in the account of Mrs. Kate Douglas

Wiggin were written by one of the editors, as were certain parts of the sketch of Miss Haven

"Pioneers of the Kindergarten in America" is sent out in the hope that it may help to promote the aims of the International Kindergarten Union, to extend knowledge of the kindergarten movement, to secure higher standards of work, and to advocate the right of childhood to the best that educational guidance can supply

CAROLINE D ABORN

CATHARINE R WATKINS

LUCY WHEELLOCK

Editing Committee

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INTRODUCTION

In the introduction to this volume of memoirs prepared by the Committee of Nineteen of the International Kindergarten Union, it may be well to state briefly something of the origin and work of the committee, and of the organization which created it

The International Kindergarten Union came into existence in the year previous to the World's Fair, held in Chicago in 1893. That great exposition offered an unequalled opportunity for bringing into close touch widely scattered groups, individuals, and interests, as representatives from all parts of the world attended it to present—either in material form or by written or spoken word—the signal achievements of the world up to that time.

The new aspect of child-education embodied in the kindergarten movement was included as one of the topics of discussion in the International Congress held during the exposition.

At the time of the formation of the Interna-

tional Kindergarten Union, closer bonds of relationship were being forged between nations than had theretofore existed, and international affairs were beginning to occupy many minds, with the effect of creating a wider outlook upon educational as well as other lines of work and interest.

The expressed aim of the newly formed organization was to assist in the establishment of the highest standards of training for those who were to undertake the education of the very youngest children, through the medium of the kindergarten movement, which seemed to be best fitted for the purpose, to bring into active cooperation all who were working in this direction, and, finally, to gather and disseminate throughout the world knowledge of the kindergarten movement.

The organization became a large and influential educational body, with branches in every section of the United States and in various other parts of the world. As time went on, growing differences in points of theory and practice became apparent; and, in order to formulate contemporary kindergarten thought and more clearly define points of agreement and of difference, a committee was appointed of leaders who would, so far as possible, be representative of the different centers. From

the number composing the committee, it was called "The Committee of Nineteen"

Various pieces of work were undertaken by this body, the most important culminating in the publication of three reports included in a book called "The Kindergarten," published in 1913—ten years after the formation of the committee. The Committee of Nineteen has continued in existence since its first appointment, in 1903, and many matters have been referred to it from time to time

At a meeting held in Detroit, in May, 1921, the committee passed a resolution to undertake the compilation and publication of memoirs of those pioneer workers in the kindergarten movement who are not now living, and to whom, it was thought, a debt of gratitude should be expressed in some tangible form. A number of these pioneer workers were members of the original Committee of Nineteen, and among the names submitted, by the committee, to the International Kindergarten Union appeared the following: Mrs Sarah B Cooper, who was the first president of the International Kindergarten Union, Mme Maria Kraus-Boelte, Miss Susan E Blow, Mrs Alice H. Putnam, and Miss Caro-

line S Haven, who were members of the original Committee of Nineteen

Many who are now on the committee are able to serve as links to bind together the past and the present, as they had the opportunity to come into close personal touch with many of the earlier workers. The membership of the committee includes twelve ex-presidents of the International Kindergarten Union who have been in a position to know the work and workers from many points of view.

The Committee of Nineteen appointed a sub-committee on editing and publication, naming as chairman Miss Lucy Wheelock, who has probably had a closer and more intimate knowledge of the kindergarten movement, from all sides, than any one else associated in the work, and who has had exceptional opportunities of knowing personally many of the leaders in the movement.

The committee, as well as the International Kindergarten Union, takes this opportunity to thank Miss Wheelock and her sub-committee for their untiring efforts in the preparation and final completion of their labor of love—this volume of memoirs that will bring knowledge and inspiration to present and future workers in the kinder-

garten movement, and will serve to perpetuate the names and honor the memory of those who, in loving service, devoted their lives to the Children of the World

On behalf of the Committee of Nineteen

CAROLINE D ABORN	MARY C McCULLOCH
ALMA L BRINZEL	HARRIET NIEL
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ANNIE LAWS
Chairman

THE KINDERGARTEN MOVEMENT

PIONEERS OF THE KINDERGARTEN IN AMERICA

THE GROWTH OF THE KINDER- GARTEN IN THE UNITED STATES

BY ELIZABETH HARRISON

PART I

MANY years ago—if we count by heart-throbs and new ideas, instead of by days, weeks, and months—there lived, in a village in Thuringia, Germany, a lonely little boy named Friedrich Froebel

His mother had died before he was a year old, his brothers, who were considerably older than he, had been sent away to school, and his father, a busy clergyman, had little time to spend with the small son. Friedrich, therefore, had no one with whom to talk, no one to help him understand the things that were going on about him, and grew to be a silent little boy wandering about the house, as he was never allowed to go into the garden lest he should soil his clothes or by acci-

dent injure some plant He spent many hours gazing out at a front window, watching men across the way building a church, and he often longed to be with them to see what he could do with the blocks of wood and the sand and other materials which lay scattered about where the men were working How he would like to pile the blocks one on top of the other, making in miniature a tower like that of his father's church; or perhaps inclose a space with them and play it was a room in which he could do as he pleased, or lay them in long lines and pretend that they were cows going to the meadows, or men going to work! And what could a child not do with that sand-pile at his command! There were, also, all sorts of nails which could be driven into blocks of wood And how he would like to hear the builders talking to one another about their work! But the lonely little boy had to stay at home

When he was four years old, his father married again, and Friedrich rejoiced to think that now he would have a mother whom he could love and to whom he could tell all his thoughts, and who would answer the questions he so longed to have answered, and who, perhaps, would let him sometimes play with other children in the neighborhood At first the new mother was very kind and

pleasant But Friedrich had not been allowed to climb or swing or to run and jump, or to play in any way, so he had not learned to use his body freely as most children do, therefore he was clumsy, and frequently stumbled, or knocked over a basket or a chair, or hurt himself This made the new mother nervous, and later when she had a baby of her own who needed much of her time, Friedrich's awkwardness was often severely rebuked and a coldness grew up between them, leaving the boy as lonely as before and even more shy

When Friedrich was ten years old, his uncle, also a clergyman, came to the parsonage to make a visit The kind man's sympathy and keen understanding helped him to perceive the unfortunate circumstances, and he quickly won his brother's consent to take the unhappy boy home with him to become a member of his small household

His uncle deeply felt the injury which had come from the child's constrained life, and Friedrich was given perfect liberty to roam where he pleased after school hours, provided that he was home in time for the family meals

In his description of the contrast between his life in his father's house and in that of his uncle, we see a faint hint of the dawn of the great ideal that took possession of his soul and in time germi-

nated into what he later named the "kindergarten" The study of its growth encourages the true teacher as does no other passage in all literature

After two happy years under the beneficent influence of this uncle, the boy returned to his father's home, where he spent a year of conflict, including discouragement on his part and disappointment on the part of his father At the age of fifteen he was apprenticed to a forester, for a two-years course of instruction in forestry His master was, evidently, a well-educated man, but one who did not understand the art of teaching, and he found it more convenient to neglect the boy In the many long absences of the forester, Friedrich spent much of his time in the study of plant life and in reading

On his return home at the age of seventeen Friedrich Froebel had, apparently, learned little or nothing concerning forestry Of course his father was disappointed—as has been many another father before and since He felt that he had done his part, and agreed with the forester that the boy was not worth educating He did not appreciate the power of self-education and concentration which his son had gained through contact with nature and study of books

About this time Friedrich's father sent him on an errand to his brother, who was a student at Jena. The youth was delighted with the atmosphere of the university, and obtained permission from his father to enter as a student, but he remained only a half-year, on account of insufficient funds. His need of money caused him to undertake several different kinds of work, until at last, at the age of twenty-seven, he found his real vocation—that of a teacher.

Gradually, as life brought new and vital experiences, the idea of the right kind of environment and activities for children grew clearer and more convincing in Froebel's mind, until the establishment of the kindergarten took possession of his body, mind, and soul. The kindergarten was to be the place where the child should unconsciously learn not only to express himself freely and joyfully with suitable play materials, songs, and stories, but, with the right kind of out-of-door life, to love and care for plants and animals, and through this loving and nurturing learn that the laws which govern the well-being of plants and animals also govern his body. Then, dimly but inevitably, would stir within the child a faint feeling that somehow he and the world about him were akin.

PART II

Froebel's idea of the kindergarten attracted a few far-sighted men and women, among them the Baroness von Marenholtz-Bulow, who was especially successful in inducing many educators and people of prominence to become interested in the work. The kindergarten offered such a new view of education, that it naturally would find its most congenial home in a new country. Froebel predicted that his "Idea" would be transplanted to America and would best flourish here. His prediction has been fulfilled.

The first kindergarten in America was established in 1855, by Mrs. Carl Schurz, who for the sake of her own children opened a kindergarten in Waterloo, Wisconsin.

In 1860, Miss Elizabeth Peabody—a sister-in-law of Horace Mann, the organizer of public schools in America—started a kindergarten in Boston. In a short time, however, she closed it and went to Germany for further study.

In 1868, Madame Kriege, a pupil of the Baroness von Marenholtz-Bulow, organized a kindergarten in Boston.

In 1870, Mrs. Susan Pollock opened a kindergarten in Washington.

In 1872, Maria Boelte opened a kindergarten in New York city for the children of some wealthy people. The following year she married Professor John Kiaus, and the two started an independent school for kindergarten teachers.

In 1873, Susan Blow opened an experimental kindergarten in St. Louis, being allowed a room in one of the public schools for the experiment.

In 1874, Mrs. Alice H. Putnam organized a private kindergarten in Chicago.

In 1874, Dr. W. N. Hailmann, who had experimented with the work in Louisville, Kentucky, took charge of a school in Milwaukee and to it added a kindergarten department.

In 1877, Miss Ruth' Burritt, who had had charge of the kindergarten at the Centennial Exposition in Philadelphia, was given the opportunity to establish a kindergarten and training class in that city.

In 1878, Kate Douglas Wiggin organized a kindergarten in San Francisco.

The foregoing were among the most prominent early kindergartners in America. Training classes soon followed in various places. Many of them were quite inferior in real merit, but with their zeal and self-sacrifice they helped to call attention to the better work. It is impossible

to enumerate all the various influences that have helped to make the United States the center of the kindergarten work of the world

Naturally, the first kindergartens were private ones, established by well-to-do and intelligent parents for their own children. The happiness of these children and their evident growth soon stirred the philanthropic impulse of women of wealth, and kindergartens were started in districts of extreme poverty. The Women's Christian Temperance Union at once caught the idea, realizing that through an interest in the young children of a family they could gain the cooperation of the parents and thereby influence the latter in their home life and their ideals. The Young Women's Christian Association soon saw that the kindergarten opened an attractive field for enthusiastic and earnest members of their association. Many such societies saw only the beneficial effect of keeping the children off the streets, clean and happy, and in rooms provided with materials which kept them actively occupied. Manufacturers who employed large numbers of women in their factories, willingly paid good salaries to efficient kindergartners who would come and take charge of the younger children of these women.

The trained kindergartners who had attained unto the larger view of the new idea and saw its world-wide significance for education, were aglow with enthusiasm, and gladly accepted invitations to speak on the subject, in churches, private schools, women's clubs,—in fact, almost anywhere. In a short time day nurseries began to seek kindergartners to take charge of children left in their charge. The irregularity in attendance of these children caused the enthusiastic kindergartner to visit the homes of the mothers, to persuade them to bring their children regularly to the day nursery. The social-settlement workers were quick to see the value of the welcome which the visiting kindergartners received in needy homes, and in a short time many churches and Sunday-schools supported regular kindergartens.

Annual reports from various organizations that maintained kindergartens gave valuable testimony concerning the work. Books on the subject were translated from European sources. Soon there appeared books by American authors who were testing the work under American conditions. Then came public lectures on the subject, at conventions of the National Education Association—the largest association of teachers in the

world—and at meetings of state and city educational associations

Departments of physical culture gladly endorsed the rhythmic games, marches, and dances which were a part of the every-day life of the kindergarten. They, however, did not see the sociological training which playing in groups introduced in such child-like dramas as illustrate the industrial and commercial life by which the children were surrounded. The oversight doubtless was due to the crystallized form which the songs and games in Froebel's book for mothers soon acquired, whereas they were intended only to illustrate the spontaneous expression of the children's interpretation of life. Manual-training departments advocated the value of those activities of the kindergarten which gave dexterity to the child's hand, such as the work with clay and other materials, water-color paints, scissors and paste-pot. Teachers of English recognized the value of the kindergarten conversations and story-telling, and some teachers contended that these exercises enlarged the child's vocabulary and prepared him to enter and enjoy the great world of books. Science departments rejoiced in the effort to introduce children's gar-

dens and the care of animal pets as a means of awakening an interest in the study of the sciences. Art departments heartily approved of the collections of pictures of various activities of child-life and its surroundings, and departments of music strongly recommended the kindergarten as an opportunity for the beginning of the training of the child's ear and voice, which awakens an appreciation of music.

Superintendents and principals of schools began to take part in the discussions of the merits of the kindergarten. Some were able to speak from close observation, and urged a closer connection between the kindergarten and the lower grades. Many of the kindergartners grew thoughtful at the suggestions of changes in methods and addition of materials, and so were led to examine more thoroughly the fundamental concept of the new movement in education.

(At a convention of the National Education Association held in Toronto, Ontario, in 1891, Dr A. S. Draper, State Superintendent of Schools in New York, proposed a resolution which was unanimously carried that the kindergarten should be recommended as a part of all school systems. This was the National Education As-

sociation's greatest contribution to the early spread of the kindergarten)

The National Kindergarten Association also helped to spread the knowledge of the kindergarten, by its syndicated articles in hundreds of papers. It was the first body to petition for the addition of a kindergarten department to the Bureau of Education, and assisted materially in establishing kindergarten laws in various states)

We have now the almost unerring test of the normal or abnormal physical condition of a child by the height and weight measurement, which I believe belongs more to Itard, Seguin, Dr Wood, and Dr Montessori than to Froebel and his followers. There are many laws of health that were not known in Froebel's day. But later kindergartners have given most ardent and helpful assistance in the campaign for better health habits among children.

It would be foolish as well as false to contend that all the many improved methods which are revolutionizing the more advanced American schools came from the kindergarten. Yet it is but fair to Froebel's work to call attention to the fact that if his message had been rightly understood in the beginning of its pilgrimage

around the world, it would have greatly aided present-day conditions

The value of open-air life for children was strongly emphasized by Froebel. In the early days people in general did not realize the fact that most of the pictures, songs, and stories in Froebel's "Mother Play" book are related to the young child's experiences in the out-of-door world, and included the infant in his mother's arms, long before the term "pre-school age" had been coined and had brought forth too many books to be listed save by librarians, nor did the kindergartners themselves realize this fact.

Froebel's first book was an appeal to *parents* to take part in the education of their children. Now we have the National Parent-Teacher Association, recognized as the most compelling force for better schools. His second book, the "Mother Play," created the first classes for *mothers* in the real study of their children's spiritual as well as physical needs. These classes developed into a consecration of motherhood which grew into the call for the national conferences of mothers, and later into the National Congress of Mothers.

The remaining three books written by Froebel

were his effort to point the way for freer and better *school life* by the introduction of songs, stories, plays, and creative use of manual materials. He desired at the same time to familiarize the child with certain readily conceived mathematical laws that should suggest spiritual analogies to the growing mind. He believed that there was a constant progression, from the period of early sense-plays in the nursery, through childhood and youth, to the time when the mature mind should realize that "In all things there lives and reigns an eternal law." Froebel was obscure in his demonstration of this connection between the physical and spiritual world. His effort has been badly misused and tremendously ridiculed, but much remains for the future to develop.

"Let us prove all things and hold fast to that which is good."

PIONEERS IN THE EAST

ELIZABETH PALMER PEABODY ¹

1804-1894

BY MARY J GARLAND

ELIZABETH PALMER PEABODY was born in Billerica, Massachusetts, May 16, 1804. Her parents, Nathaniel and Sophia Palmer Peabody, were of New England ancestry, which had been noted from Revolutionary times for ardent patriotism.

Early in Elizabeth's life the family removed to Salem, there, taught chiefly by a devoted and wise mother, she and her older sisters, Mary and Sophia, grew to womanhood. Mary became well known in the educational world as a teacher, later, as the wife of Horace Mann, she did able literary work in connection with his school reforms, making many valuable translations, and contributing original papers on the kindergarten system to leading newspapers and periodicals. Sophia married Nathaniel Hawthorne, enriching

¹ Written for the Elizabeth Peabody House Association

and enlarging the life of that genius by the fullness and wisdom of her love, making conditions at home that led him out to the world in his books

A complete story of Elizabeth's life would show that her spirit from early years constantly strove to express itself in deeds of love and service to man

In telling of the impression made upon her in her childhood by her mother's story of the Pilgrim Fathers, she says in one of her lectures "There is nothing for which I thank my mother and my God more than for this grand impression of all-inspiring love for God, and of all-conquering duty to posterity, thus made on my childish imagination, and its association with the idea of personal freedom and independent action" This impression of love and duty was wrought into the fiber of her life

Every noble cause had her ready sympathy, her helping hand the slave in America, the Hungarian struggling against oppression in Europe, the Indian suffering injustice at the hands of the race which had dispossessed him, the young children everywhere who waited to be educated for the service and blessing of the world—each class in turn had a champion in Miss Peabody

No capriciousness led her to drop one thing to take up something else, her interests were abiding, and each enthusiasm helped every other, for all had a common source "the enthusiasm of humanity," the love of God

When, in 1859, she became interested in such fragments of Froebel's writings as she chanced to read, her whole being responded to his natural, philosophical, and spiritual conception of the possibilities of human development

Filled with desire to apply such knowledge of the new theory as she had gained, in 1860 Miss Peabody opened, under the name of "kindergarten," a school for young children This was on Pinckney Street, in Boston

Here, for a few years, she worked joyously, but with a growing feeling that her comprehension of kindergarten principles and methods was inadequate

Like Froebel himself, who, after his first teaching in Frankfurt, felt that though he had found his lifework, he had not a thorough preparation for it, Miss Peabody saw the need of further study, and in 1867 went to Europe to visit kindergartens, and learn from those who had known Froebel and worked out his ideas what had been lacking in her own experiment

On her return from Germany, with the singleness of purpose and the entire absence of self-seeking which marked her character she publicly stated that with increased insight she had come to regard her so-called kindergarten as a failure, it had not been based on Froebel's principle of creative self-activity

During her absence a genuine kindergarten had, through Mrs Mann's efforts, been started in Boston under the direction of Madame Kriege and her daughter, who had studied with the Baroness Marenholtz-Bulow in Berlin

Miss Peabody therefore resolved to leave the practical work to these able women and devote herself to writing and lecturing on the subject, and helping to establish kindergartens throughout the country, and from this time her life was given to such labors

Those who had the good fortune to listen to her lectures before normal classes in Boston and elsewhere, will recall the lovely expression of her face as she urged the importance of the careful spiritual nurture of childhood, and will remember the tender tones of her voice as she recited parts of Wordsworth's "Ode on Immortality" Until kindergartens were well established in many of the large cities of our country, Miss Peabody

worked incessantly with her pen and her voice, traveling from place to place, pleading for this great educational reform

Through her influence the first public kindergarten in America was established. This was opened in 1870. It was carried on with increasing attendance and growing interest for several years, but to meet the call for kindergartens in other parts of the city, a larger expenditure of money must be made than the appropriation warranted, so the one successful public kindergarten was given up.

But private benevolence did, in succeeding years, what Boston was not then ready to do, and the efforts that Miss Peabody had so heroically made were not in vain.

In England Miss Peabody had a large share in establishing a Froebel Society, and the American Froebel Union owed its existence to her.

For four years she carried on the "Kindergarten Messenger" as an independent publication, and by frequent newspaper and magazine articles kept the public alive to the new educational thought.

She literally gave herself to the cause, for she received, if anything, the most meager compensation for what she did, if her traveling expenses were paid, she was more than satisfied, thinking

nothing of her own great personal sacrifices, and as she saw the gradual triumph of the better way, and others making easier conquests, she rejoiced simply and fervently

If without the Baroness Marenholtz-Bulow, Froebel would have lacked a clear interpreter in Europe, certainly without Miss Peabody and her sister, Mrs Horace Mann, the kindergarten cause in America would not have stood where it does to-day. The efforts of these two American women began in Boston, but their influence was not merely local, it spread south and west.

We lose sight and thought of the mountain rivulets when we look on the broad, deep river nearing the sea, but, however untraced, unthought of, the river has its unseen sources, and the remote beginnings of influence in such devoted lives as Miss Peabody's make what we sometimes too complacently call our success.

All who knew Miss Peabody, as a personal friend, felt the wonderful power of her richly stored mind, which had been in companionship with the great men and women of all time, in living comradeship with many whose names are now world names. More attractive even than her charming power of reminiscence or her ability to inspire with lofty thought, was her childlike

transparency, her great simplicity Among children she was in her kingdom and of her kingdom

In Miss Peabody's lectures we have an invaluable book, the garnered fullness of her ripened thought and experience Its pages glow with the ardor of an earnest faith in the deep truths she tried to interpret

Froebel's principles are more and more recognized as true and applicable in all education, but the purity and integrity of the kindergarten itself depend largely upon the acceptance by every kindergartner of such an ideal as Miss Peabody holds before us in the words "Kindergartening is not a craft, it is a religion, not an avocation, but a vocation from on high"

On account of physical weakness the last years of Miss Peabody's life were quiet, and withdrawn from wide social intercourse, but her mind, when able to express thought, always gave a word of good cheer and encouragement to those who were seeking to educate and save young children Her earthly life ended January 3, 1894 It had been long and fruitful in service to her fellows

MISS PEABODY AS I KNEW HER

BY LUCY WHEELOCK

WHILE a student in the old Chauncy Hall School, one morning I passed through the kindergarten room at the time of the morning circle. The children were singing, "Father we thank Thee for the night." It seemed to me as I listened that the gates of heaven were opened and I had a glimpse of the kingdom where peace and love reign. The clouds of glory I once trailed had long been obscured, but again I knew that we all come "from God who is our home." I had found my kingdom.

From that time my one desire was to be fitted to take charge of a Child-Garden, and so I sought the advice of Miss Elizabeth Peabody. She advised me to place myself for kindergarten training with Mrs. Ella Snelling Hatch, who had graduated from Madame Kriege's first class. I was entered as a student in a small class of two, held in Mrs. Hatch's own home. Miss Caroline T. Haven had graduated from this same small

school, two or three years before. We two students had the privilege, during the year, of listening to Miss Peabody's "Talks to Kindergartners," given with the same zeal as if we had been two hundred. And at our commencement she gave us our diplomas, signed with her name.

During this year, I saw Miss Peabody occasionally, also, at the house of a friend, where she was a frequent visitor. She seemed to me then the embodiment of good-will. Her face, framed by clustering white curls, was benignant. She was a fluent talker, and her range of subjects was wide. I recall one luncheon at which the conversation was really a monologue by her. Miss Peabody was so interested in telling us of the way in which she gathered materials for her "History of the American People" that she was oblivious of food and of time. She consumed all the bread on a plate near her, unconscious of the fact that she was eating at all. The hours wore on, and we all sat listening until the maid came to clear away, saying it was time to lay the table for dinner. It is said that at the Concord School of Philosophy Miss Peabody would sometimes become so absorbed in her theme that she would continue until one by one her audience had stolen away without her notice.

During my year of study, I had the rare privilege of accompanying Miss Peabody to New York for a meeting of the Froebel Union. She was then nearly blind, and Mrs Mann, her sister, considered it unsafe for her to go about the streets alone. So I was elected to be her guide and guardian. We went to New York on the Fall River Boat, and were guests of her cousin Judge Peabody. I occupied the same room with Miss Peabody and was charged to see that she wore to the meetings a new silk gown, made for this occasion. She was then still wearing, for the most part, the gowns and hats bequeathed her by Charlotte Cushman. Our first morning in New York I awoke to find myself alone in the room. Miss Peabody was gone. Where? I was filled with dismay. I was derelict to duty. Suppose she were run over in boarding a street-car!

When I joined the family in the breakfast room, they were equally puzzled. No one knew the manner of her going. Shortly, however, she came in safe and sound. She had been afraid that the sexton of Dr Reginald Heber Newton's church, where our meetings were to be held, had not been instructed to open the building, so she had been to Dr Newton's house at this early morning hour to make sure. She had reached

the house before any one was up and had to ring several times to rouse the maid, but at last Dr Newton was seen and the assurance given that all was well

I cannot recall much about the meetings, which lasted two or three days. Miss Peabody was chairman, moderator, and chief speaker. The audience, as I recollect, did not number more than fifteen or twenty. Mr and Mrs Kraus were there, and Miss Van Wagenen, who was then in charge of the kindergarten supported by Dr Newton's church. Dr Newton gave his testimony as to the value of kindergarten training. He said that in making his parish visits he could distinguish between homes where the children were in the kindergarten and those in which kindergarten training played no part. The kindergarten child took home his bits of work, and the tired mother would brighten up the wall or polish the mirror to make a space to put the bright sewing-card or the painted flower or leaf. The window would be cleaned that the paper transparency might show its pattern. The fathers often stayed at home in the evening to hear the children's songs.

The kindergarten child, according to Dr Newton, was a true home missionary.

Miss Peabody was unflagging in her enthu-

siasm and zeal, and never tired in her speaking I remember a breakfast during that week when she discussed with her cousin her views on immortality I was amazed that any one would discuss any subject so early in the morning

My part of the contract in this trip was never fulfilled, for Miss Peabody refused to wear the new silk gown unless she were invited out for tea or dinner As no invitation was forthcoming, we returned to Boston with the gown none the worse for wear

An incident related to me by a friend further illustrates Miss Peabody's delightful disregard of mundane matters My friend was visiting at Jamaica Plain when Miss Peabody called The hostess was not ready to receive and asked her guest to go down and entertain the caller while she herself dressed On entering the drawing-room the house guest found Miss Peabody sitting "with one shoe off and one shoe on," and one stocking off and one stocking on The off stocking, Miss Peabody was diligently darning She was not at all embarrassed, but explained that she had found a hole in the stocking that morning, too late to mend it before leaving the house, and added that she always carried a sewing-kit, to be prepared for such emergencies Miss Peabody

once told me she had the provident habit of wearing her night-gown under her street dress when she was to be away for the night. With her tooth-brush in her pocket, she was prepared to sleep anywhere, and was not encumbered with a bag while meeting her various engagements.

Miss Peabody's mind was so filled with ideas, and with plans for carrying out her high aims, that she had to ignore many of the ordinary details of daily life.

She lived at a time of great literary and philosophic activity. Boston was then the literary center of the country—the Athens of America. Of this golden period of literature and thought Miss Peabody could truly say, "All of which I saw, and a great part of which I was." She belonged to the inner circle of writers and thinkers. The book-shop which she kept for a brief period in West Street was a gathering-place for the authors of the time, there they met and discussed books and the topics of the day. At that period Margaret Fuller was holding her parlor classes for the study of philosophy and current thought. Her conferences must have been forerunners of our present Current Events classes.

There were giants in those days. How distinguished a group of authors then made Boston

famous may be seen by a program given by Mrs Aldrich in her "Crowding Memories" The entertainment was an Authors' Reading given in 1887 for the Longfellow Memorial Fund Professor Charles E Norton presided at the meeting, and the program included these names

- 1 Mr Samuel Clemens
- 2 Mrs Julia Ward Howe
- 3 Dr Oliver Wendell Holmes
- 4 Mr George William Curtis
- 5 Mr Thomas Bailey Aldrich
- 6 Mr James Russell Lowell
- 7 The Rev Edward Everett Hale
- 8 Mr W D Howells
- 9 Colonel Higginson

Mrs Aldrich says of the entertainment

Every seat in the Boston Museum was occupied, and in every available place the people stood wedged against each other, while the crowd, seeking admission, reached out into the street

This description is a very good picture of the Boston of those days—a Boston made by the great men and women who exalted the intellectual life above the material

Many great names, among which we place Miss Peabody's, had illumined Boston a little before



LIZALIN PAMUK LABODY

those mentioned by Mrs Aldrich Nathaniel Hawthorne had married Miss Peabody's sister Sophia Another sister, Mary, was the wife of Horace Mann Dr Channing, Bronson Alcott, Benjamin Sanborn, Margaret Fuller, and many others were Miss Peabody's intimate friends She shared in the Brook Farm experiment, where choice spirits gathered to show what plain living and high thinking and community of work and interest could do to raise the level of human life

When Miss Peabody discovered the kindergarten and made it her chief concern, her intellectual and literary interests were subordinated to the cause In 1884 I spent a fortnight in London, in the Bayswater house where Miss Peabody and members of her family had often stayed I had a letter from Miss Peabody to Mrs Travers, the hostess, who made the house not only a place to stay in London, but a home of the spirit There I met Moncure D Conway, then London correspondent for a New York paper

One day we spoke of Miss Peabody

"Miss Peabody's devotion to the kindergarten," he said, "is one of the great literary tragedies She could be the greatest woman of letters in America She should spend her last years in writing her recollections of literary men and

women She had a larger circle of friends than any other one person, and she should write of 'The Men and Women I Have Known' It would be a literary history of her time, unsurpassed in interest Instead, she is spending her energy and time in going about speaking for the kindergarten It is a loss to literature"

I felt very sorry just then that the world had lost the book Miss Peabody could write, but glad that the cause of childhood had won her services I managed to say

"Is it possible that Miss Peabody, like Mary of old, has chosen the better part? Is it not better to make men and women, than to make books?"

Miss Peabody's belief in the kindergarten as a means of helping humanity was so deep and so abiding that she was ready to go anywhere to speak on this theme When I first knew her, she was still going to all parts of the state wherever she might find an audience willing to listen She proclaimed the gospel of Froebel and had the spirit of the true missionary She believed in this gospel as a means of regenerating humanity, and so all her mind, might, and strength were dedicated to the cause

In 1894, at the ripe age of ninety, Miss Pea-

body put off the mortal and put on immortality
She sleeps in Sleepy Hollow Cemetery, in Concord
Her epitaph reads thus

ELIZABETH PALMER PEABODY

1804-1894

A teacher of three generations of children and the founder of the Kindergarten in America. Every human cause had her sympathy and many her active aid

"Many her active aid" The cause of the American Indian had a strong appeal for her. She became a friend of the Princess Winnemucca, and with her held meetings in parlors and in halls to set forth the wrongs of the Indian and to plead for justice. These meetings must have been the very last of Miss Peabody's public appearances.

She never wrote the book of literature, but she wrote many books on education. The best known of these is "Lectures to Kindergartners," published in 1894. This book contains the lectures given to training schools, with the addition of "A Psychological Observation of a Child," and other papers. The record of Miss Peabody's conversations with a child given to her care to instruct in

religion is illuminating and valuable for all mothers and teachers. The mother of the little boy had suffered in childhood from wrong religious training, and was unwilling to undertake any effort at spiritual culture. The child had never heard the name of God, and it was Miss Peabody's privilege to lead him to a knowledge of the Good Friend who has "a sky full of goodness."

Other books of Miss Peabody's listed in the Boston Public Library are

"Education in the Home, Kindergarten, and Primary School," with an Introduction by E. Adelaide Manning—1887

"Moral Culture of Infancy, and Kindergarten Guide"—1863

"First Lessons in Grammar on the Plan of Pestalozzi"

"Plea for Froebel's Kindergarten based on Cardinal Wiseman's Identification of Artist and Artizan"

"Letters to Fathers and Mothers urging Establishment of Local Kindergarten Unions"

"First Nursery Reading Book Intended to Teach the Alphabet by Means of English Words"

"First Steps to Study of History"

"Method of Spiritual Culture"

Her Preface to A. Bronson Alcott's "Record of a School," "Conversations with Children on the

Gospels," by A Bronson Alcott, as recorded by her, and various other books on history, on art, and on the Indian question, indicate the wide range of Miss Peabody's interests

Her name will be honored and cherished as that of a woman of great intellectual ability, as a woman of large, universal sympathy extending to every good cause, but most of all as a woman who saw that the seed of the future must be planted in the heart of childhood, and who founded the kindergarten in America

The Elizabeth Peabody House in Boston is a settlement established to honor the name and work of Miss Peabody, and to be a living memorial to her

A new generation of kindergarten workers has come into the field. Methods and materials have changed and must continue to change as we grow in knowledge, but "the truths on which our lives do rest" remain unchanged. Miss Peabody declared these truths as the foundation of all education. Her teaching, her inspiration called into the service of the kindergarten in her time a noble group of women who looked upon their work not as a means of livelihood but as a calling from on high. These pioneers, in their turn, have passed on the torch which lighted their way, to us

who are to hold high the light which must not fail

Lest we forget' Lest we forget'

MISS Peabody's name should be cherished by
those who work upon the foundations she laid

PERSONAL RECOLLECTIONS OF
HENRY BARNARD

1811-1900

BY JAMES L. HUGHES

PART I

IN 1880 I was sent by the Ontario Government to study the organic unity between the kindergartens and the primary departments in St. Louis public schools. On my return I wrote an article about the kindergarten which was published in the "Canadian Magazine" and copied in some of the magazines of the United States. I was surprised and delighted to receive from Dr. Henry Barnard a letter requesting me to permit him to publish the article in the next issue of his "American Journal of Education." I had never thought of Dr. Barnard as living, although I had read several of his valuable volumes of educational matter. We began soon afterward to write to each other, and for nearly nine years I was his adopted son.

I spent one of the most interesting afternoons of my life with him, in 1893 (when he was eighty-two years old), in the home of Colonel Parker in Chicago. We lunched with Colonel and Mrs. Parker. The day was extremely hot, and when Mrs. Parker left us, the Colonel, Dr. Barnard, and I sat through the memorable afternoon without coats or vests or collars. I knew I was in the presence of two great men, who during their lives had received clearer revelations of the vital processes by which the soul of a child should be developed and guided in its conscious growth toward the divine than any other men, with the single exception of William T. Harris, the foremost philosopher of his time.

Dr. Barnard had written the first national school law ever penned, nine years before I was born. Colonel Parker—at the time I had the privilege of spending that kindling and revealing afternoon with the two men—was the chief pleader for the free growth of every element of power in the child's life. I had been studying the kindergarten philosophy for over twenty years and therefore could understand these two. As Dr. Barnard, in unequalled eloquence, lit again the lamps of educational progress which he had been the first to light on the heights, during the fifty-

six years since he gave the free-school system to the world, Colonel Parker and I listened, and grew consciously in power to relate new truth to newer truth, as neither of us had ever grown before. It was an epochal afternoon.

On his way home from the World's Fair in Chicago, in 1893, Dr. Barnard stayed with me for a week, in Toronto. We used to go to bed about eight o'clock and rise about four in the beautiful mornings, and sit under the trees, so that he could tell me the story of his wonderful life. I visited him regularly, at his home in Hartford, until the year before he died. After I knew him, I never was invited to New England to lecture without spending at least two days with him, and we always retired at eight and rose at four. He had over two thousand letters from world leaders in his time. The great statesmen and educational leaders in Europe corresponded with him. He was especially fond of Lord Brougham and Wordsworth. He had many friends in Paris. He walked from Paris to Yverdon in Switzerland, to see Pestalozzi's school. He knew Carlyle, Lockhart, Chalmers, and Coombe.

He chose Lord Brougham as his guide in the development of his life aims. He was especially kindled by the following quotation from Lord

Brougham's address to the students of Glasgow University when he was Lord Rector of the University

Let me, therefore, hope that among the illustrious youths whom this ancient kingdom, famed alike for its nobility and its learning, has produced to continue her fame through the ages, there may be found some one willing to give a bright example to other nations yet untrodden, by taking the lead of his fellow citizens, not in frivolous amusements, nor in the degrading pursuits of the ambitious vulgar, but in the truly noble task of enlightening the masses of his countrymen, and of leaving his own name no longer encircled as heretofore, with barbaric splendor, or attached to courtly gewgaws, but illustrated by the honor most worthy of our rational nature, and gratefully pronounced through all ages by millions whom his wise beneficence has rescued from ignorance and vice

He told me that these sentences from Lord Brougham's instructive and stimulating address, which he read when he was sixteen years of age, had more influence on his mind than any other thing in revealing to him, an adolescent youth, the visions that led him consciously to devote his life to higher ideals for the development of better conditions for the masses, not only in his own country but in all countries, especially by

providing improved educational conditions for all children. No student who listened to Lord Brougham's address was inspired by his message so truly as was the Hartford boy. He immediately decided to devote his life to service, and, in order to be of highest service to his own country, he definitely formed the purpose of becoming President of the United States.

Henry Barnard was born in Hartford, Connecticut, January 24, 1811. He was sent to school in the outskirts of his native city. His early schooling made little impression on him. There were no normal schools in America at that time, and a good many men became teachers because they had failed in other occupations. Henry Barnard's teacher was one of that large class. When twelve years old the boy had learned little from books, but he had played a great deal, rambled in the woods alone regularly, and learned to love nature.

He did not like school, but he had in his outdoor life and play developed a strong body and an independent mind. His ambition to see the world was roused by hearing sailors tell attractive stories of their experiences, and he concluded that he would escape from school and run away to sea. His father, seated near a second-story

window one summer night, heard him reveal his plan to a neighbor about his own age as the two boys sat on the horse-block in the moonlight. The astonished father said not a word about the matter, but next day took a walk with Henry, and told him, without letting him know that he had overheard the plan for running away, "that he thought it was time for him to leave the Common School, and that he would be glad to send him to an Academy at Monson, Massachusetts, or to a Military School, or if he preferred to go to sea he would arrange for him to do so." The wise father, after hearing the conversation of the night before, had seen the father of the other boy at once, and the parents agreed to offer the same opportunities to the two boys. The other boy, who was a little older than young Barnard, had a chum who attended Monson Academy. So the two boys chose the academy, and parents and boys were happy. For years the boys were not told that their moonlight planning had been overheard.

Monson Academy was an excellent school. The teachers were kind and enthusiastic, and the boys were ready for intellectual and spiritual awakening and new revelations of life. The students in the academy came from twenty towns

in Massachusetts They were earnest young men who, in Barnard's words, "*went* to school instead of being *sent*," and their example and companionship proved very beneficial to him The romantic surroundings of Monson deepened the boy's love of nature, and the meadows, streams, and wooded hillsides became vital elements in his development Even at eighty-five, when, in his garden in the dawn glow of a June morning, he told me the story, his awakened spirit shone in his eyes as he told how the many natural elements of beauty among which he lived became elements in his conscious character-growth At Monson, too, he became interested in the wider range of social and industrial problems, making personal visits to the rural homes of some of his schoolmates, and investigating the numerous factories in the district

He spent two vital years at Monson, growing rapidly—physically, intellectually, and spiritually Seventy years after he left the academy, he attended the commencement exercises in June, 1895, and—at the age of eighty-four years—heard himself described, by a still older man who had been a fellow-student, as "the boy who played all the time, but beat us all at our lessons "

When he left Monson Academy, at fourteen years of age, he was so clear and independent a thinker that after considering the course provided by Yale College, he planned a special additional course of his own, and told his father that while he was willing to attend Yale (as his father desired), he wished to take two years to study some subjects not in the Yale curriculum, before entering college. He accordingly studied one year with a private tutor, and for a year at Hopkins Grammar School in Hartford.

He entered Yale a few months before he was sixteen, and graduated with honors before he was twenty. However, the honors received as the result of his examinations did not fully represent his real standing, as compared with the other students, in the opinion of the professors and his fellow-students. His clear and independent mind matured early, and he was capable of acquiring and thoroughly digesting and relating all the courses he took at college, and also, at the same time, taking independent ones of his own. At college he read widely in Greek and Latin literature, in order to get a thorough acquaintance with the development of Greek and Latin civilization. He read English literature, however, more extensively than the literature of Greece and

Rome, and was recognized as the best-read man of his class. President Noah Porter, twenty-five years after Mr. Barnard graduated, wrote, 'Few professed scholars among us were so thoroughly familiar with the ancient and modern English Literature, as young Barnard.' He graduated when he was nineteen years old.

An incident that occurred on the day of his graduation clearly proves not only that he had greater stores of valuable knowledge in his mind, but that he had developed unusual power and readiness to express himself clearly and eloquently.

There were two private societies in Yale in 1830, and it was the custom to have two former graduates of the college deliver addresses at the commencement exercises, each year. One of these orators was chosen by each private society. In 1830 Barnard's society chose John Van Buren, a brother of Martin Van Buren (afterward President of the United States), as its representative. Barnard's society was named the Linonian Society. The rival society, the Brothers in Unity, was represented by Dr. Leonard Bacon, a very distinguished man.

Dr. Bacon spoke first. While he was speaking, Mr. Van Buren was seized with an attack of

illness He was forced to leave the hall, and told President Porter it would be impossible for him to return When Dr Bacon sat down, President Porter regretfully announced that Mr Van Buren was ill, and unable to return to the platform, so the Linonian Society would not be represented on that occasion The Linonians, however, promptly shouted, "Barnard!" and the name was called loudly by the whole audience, including the members of the other society President Porter called Barnard, and the young man was rapturously cheered as he made his way to the platform

It was a severe test for a youth of nineteen The vast audience, the rapturous calls, and his unpreparedness might have been expected to make it impossible for him to deliver an oration that would bring credit to his society and to himself But he rose superior to conditions His best powers responded to the faith of his fellow-Linonians, and his oration was a solid foundation for the just pride of Linonians for a generation

Dr Bacon closed his fine speech by pointing to the portraits, hanging in the auditorium, of members of his society and relating in eloquent language the distinguished services each man had performed that had earned for him the honor of

having his portrait hung on the walls of his college. Having finished with his own list of super-worthies, he proceeded, in a vein of light satire, to refer to certain other portraits he saw around him, apparently surprised to see them there, and closed by looking for some moments with a puzzled expression at the portrait of Mr Wykeham, the founder of the Linonian Society, which hung directly in front of the platform, on the railing of the ladies' gallery. Finally he said in a questioning voice "Wykeham? Wykeham? I fail to remember, for the moment, why he should have a place of honor on these walls. I have heard his name mentioned, however, as the founder of some literary society, while a student."

When the cheering that accompanied Barnard's progress to the platform subsided, Mr Barnard—with perfect faith in himself, with his best elements of power aroused but easily under control—began in a clear, resonant, and winning voice that instantly held the attention of every one. He first, in a most generous spirit, eulogized the men of the other society whose praises had been sung by Dr Bacon, and in language more triumphantly eloquent than Dr Bacon had been able to use, expressed their country's indebtedness to them for their great and unselfish services.

By this course he completely won the hearts of his audience, and every sentence was applauded, the men of the other society equalling the rest of the audience in their enthusiasm. Having established so strong a foundation, he, in a deeper tone and still more earnest manner, spoke in more startlingly glowing language of the work done by Linonians—Kent, Calhoun, Hillhouse—whose portraits he saw on the walls around him. Finally he paused and looked steadily at the portrait of Wykeham in front of the ladies' gallery, regarding it reverently as he pointed toward it for a long time, unable to proceed on account of the tremendous cheering of the Linonians joined by the entire audience.

"What shall I say of him, whose memory is revered by all Linonians?" he said, when quiet was restored. "If it be true, as has been lightly said to-day, that his only claim to glory is that he founded our society, even Linonians will be satisfied when they know that for that supreme work, so full of beneficence to humanity, he has been placed 'but a little lower than the angels'."

Then he proceeded with his speech, giving his fellow-students an address on brotherhood and service that amazed the vast audience. Presi-

dent Porter, the greatest of Yale presidents, said at the close, "That oration surpasses any oration ever delivered in the college during my time" Dr Barnard showed me a letter from President Porter, written twenty years later, in which he said, "No two men who were present that day ever meet without speaking of your wonderful eloquence"

Henry Barnard was undoubtedly the finest orator in the United States in his time He invited me to be the guest of honor at his eighty-fourth birthday dinner Two other guests were invited—Charles Northend, aged eighty-three, whose books were used in Ontario schools when I was a boy, and Thomas Cushing, eighty-two, one of the masters in Chauncy Hall School, Boston, for fifty years the best-known preparatory school for Harvard University Mr Cushing and I traveled together from Springfield to Hartford, and he told me that he had heard Daniel Webster deliver the three orations admitted to be his finest, and that in his opinion Mr Barnard was a greater orator, in vision, thought, and expression than Mr Webster The Hon J D Philbrick, Superintendent of the schools of Boston, had made the same comparison in speaking of Mr Barnard,

twenty-one years before He, too, contended that Henry Barnard was the foremost orator in the United States, in his time

Many instances might be given to prove the extraordinary effect of Barnard's oratory He spoke once in Hartford when he was eighteen, after a debate on Woman's Suffrage It was the custom, after the appointed speakers had finished, to allow any one who wished to do so to speak Young Barnard was at home during a college vacation, and he made an impromptu address, in favor of giving women the right to vote, that won the unanimous decision of the audience That address so impressed the people of Hartford that seven years later Mr Barnard was elected to the Connecticut legislature, although, owing to the illness of his father, he was not able to attend a single meeting during the campaign The legislature deliberately refused to put him on any committee, and said, "Hartford must be taught to send a *man* and not a *boy* to the legislature" He was elected again, however, the next year—for they have annual elections in Connecticut

In his second year, when only twenty-six years old, he introduced the first bill ever written to

bring education under state direction and control. A bill had been passed by the lower house the year before but defeated in the senate, which merely aimed to coordinate the educational work of the churches, which at that time, as in England, directed the work of the schools. Mr Barnard's bill was so radical that many predicted its defeat even in the lower house.

The custom in Connecticut is for the members of both houses to meet in joint session when a bill is introduced, to hear the mover explain its fundamental principles. Mr Barnard spoke fifty-eight minutes in explaining his bill. When he sat down, the leading senator moved and the leader in the lower house seconded a resolution suspending the rules of order in both houses, so that Mr Barnard's bill might be adopted without discussion. The bill was adopted by unanimous vote. It is doubtful if any other legislator ever, by his oratorical power, achieved so signal a success, by securing the unanimous adoption of a radical bill dealing with so important a subject and without any discussion. When the Hon. Mr. Hall of Albany, Attorney-General of New York State, read Mr Barnard's bill (which has ever since been recognized as the basis of all sys-

tems of modern education), he wrote to him offering him a partnership in law, although he had never heard of the young man before

As no one else understood the bill well enough to administer it, Mr Barnard consented to become Secretary of State for Education for a few months, without salary. He wished to devote his life to the practice of law, for which he had studied after graduating from Yale, with the ultimate aim of entering public life and becoming President of the United States. Gradually, however, it was made clear to him that in the field of popular education he could do his best work for the United States and for the world. He gave up a promising career in law and for the good of the common people sacrificed his cherished ambitions, and devoted his long life to the work of education.

His reputation as an original thinker, as an orator, and as an administrator spread over the United States. He lectured on education in every state in the Union except Texas. Governor Seward of New York and many others urged him to do this. He delivered lectures and conducted conferences in fifty cities, and addressed the legislatures of the first ten states to adopt the plan of government control of a sys-

tem of free schools supported by general taxation of all the people

Five years after he had secured a state system of free schools in Connecticut, a small group in the Rhode Island Assembly secured permission for him to address the members of the legislature, as it seemed to be certain that the bill that had been introduced—providing for free schools in Rhode Island—would be defeated. Roger Williams, the founder of Rhode Island, had made that state the most narrowly individualistic one in the Union. In debate, before Barnard came to speak in the legislature, one member said he would shoot the "Connecticut Yankee" if he came to advocate "his foolish ideas," and that it would be just as fair for his neighbor to take his horses to plow his own fields as to take his money to educate his children. Mr Barnard spoke, and the power of his oratory secured a good majority in favor of the bill, even in Rhode Island.

When the bill was passed, the Governor of Rhode Island sent for Mr Barnard and said "Now, as you have got me into trouble, you must come and organize and manage the school system for me." "No," said Mr Barnard "I intend to devote the next four years to writing a

history of the United States" The governor replied, "Come and make history, that is better than writing it" Mr Barnard accepted the position of State Superintendent of Schools in Rhode Island, and held it for six years He had a difficult position to fill One man in the legislature said the School Act could not be executed "even at the point of the bayonet," and others said "Why waste your time and talents? You might as well beat a bag of wool Our habits are fixed You cannot change them"

However, he bravely undertook his hard task He gave more than thirteen hundred addresses in little Rhode Island, in the six years he remained in charge of the schools He published and distributed among teachers and parents more than sixteen thousand pamphlets about education, and established twenty-nine libraries with more than five hundred volumes in each By his ceaseless labor he won his fight, and made the Rhode Island people lovers of free public schools

The Hon Thomas B Stockwell, for many years Superintendent of Schools in Rhode Island, in his Annual Report for 1894 paid this graceful tribute to Dr Barnard

If ever a man was raised up for a public service, Mr Barnard was such a one The cause of popular educa-

tion, though it had many friends, was not popular with the people at large. The fundamental idea of the responsibility of the state for the education of the child was foreign to Rhode Island soil, and hence the thought of a tax levied on one man's property to help educate another man's child was almost treason—it was certainly robbery. The task which lay before the new agent was no less a one than to revolutionize the public sentiment of the state. For this service Mr. Barnard was exceptionally well qualified. He was a young man in the full vigor of an aggressive manhood, possessed of a thorough collegiate education, good native powers as a speaker, a thorough training in general law, and the knowledge and experience gained from the discharge of somewhat similar duties in his native state, as well as from travel and study abroad. During the next year and a half this apostle of the new educational gospel went up and down this state into every remote corner, over every hill, through every valley, until it is not too much to say that no man could have been ignorant of what was going on unless he deliberately shut himself away from the light. Schools were visited and teachers and pupils inspired to more earnest effort. School officials were roused to greater activity, the people in public assemblies and at their own firesides were taught the new and better way.

Henry Barnard made history well. In 1849 he retired in order to rest, but in 1850 three calls came to him—one to the presidency of the University of Indiana, another to the chancellorship

of the University of Michigan, and the third, which he accepted, from his native state, which offered him its highest educational position as State Superintendent of Education and Principal of the Normal School. He held this post for four years, and then he resigned on the advice of his physician. He had the satisfaction of leaving the school system of Connecticut in a well-organized condition. His ideals had taken deep and permanent root in the hearts of the people throughout the state, and the people as well as the teachers mourned because he had to resign.

For two years he devoted himself to literary work in connection with his "Journal of Education," till in 1858 he accepted the position of chancellor of the University of Wisconsin, and that of agent of the normal regents. His chief purpose in accepting this appointment was to establish a state system uniting and relating all educational forces, from the kindergarten to the university, and making the entire system free—the highest educational ideal ever originated and achieved by any man. He established graded schools and public high schools, and a system of training teachers in connection with academic high schools and colleges, and a normal school for more complete training of teachers for

higher positions in schools and for directors of education throughout the state. He wrote many educational pamphlets and published four volumes entitled "Papers for Teachers" for the guidance of those who taught.

These activities, in addition to his regular administrative duties and his lecturing throughout the state, ultimately, in 1860, produced a condition of severe nervous prostration. He resigned, therefore, and, after waiting for eight months, hoping for his recovery, the state reluctantly accepted his resignation.

He quietly devoted himself to his literary work till 1866, when he was elected president of St. John's College, Maryland. In 1867 he resigned to become the first Commissioner of Education for the United States. It was fitting that the man who had written the first free-school law given to the world and organized the state and city school systems of the United States, who had conducted the first County Teachers' Institute on lines similar to the present teachers' training summer schools, who had first championed the cause of woman by demanding, for her, equal educational advantages with man, who had established the first state system of libraries, who was the first to propose a national organization of

teachers, and who had published more educational literature than any other man in the history of the world, should be the first Commissioner of Education appointed by the Government of the United States

He remained in Washington till he was sixty years of age. He organized the National Bureau of Education and issued four reports of a very valuable character, giving much educational information and suggesting many educational reforms. It is a striking fact, revealing his remarkable vision and the constructive character of his mind, that in his first report he advocated nearly every educational reform that has since been introduced in the United States or in any other country.

He devoted the rest of his life to the publication of educational literature. The thirty-one large octavo volumes of his "American Journal of Education," and the fifty-two octavo volumes of his "Library of Education" form the most complete encyclopædia of education ever issued. Every phase of educational development is treated thoroughly in these great works.

The "Westminster Review" said of the "Journal of Education," "England has yet nothing in the same field worthy of comparison with it."

The encyclopædia Britannica says, "The Journal of Education is by far the most valuable work in our language on the history of education"

When Dr William T Harris was Commissioner of Education for the United States, he wrote to R H Quick, the noted English educator, stating that it was probable the plates of Dr Barnard's great publications would be melted Mr Quick replied, "I would as soon hear that there was talk of pulling down one of our English cathedrals and selling the stones for building material"

In addition to the "Journal," and the "Library of Education," Dr Barnard edited the "Connecticut Common School Journal" for eight years and three volumes of the "Journal of Rhode Island Institute of Instruction," seven volumes of "Papers for Teachers" in Wisconsin, and over eight hundred tracts on educational subjects In doing so he spent over forty thousand dollars of his private fortune

He loved his garden to the end of his life One of his educational maxims was "Every teacher should be a gardener The purest men are the gardeners and flower lovers"

In addressing the legislature of Connecticut in 1839, he outlined the difficulties that had to be

overcome before education was put upon a proper basis, and closed by saying, "For one, I mean to enjoy the satisfaction of the labor, let who will enter into the harvest" Few men ever labored more faithfully and more intelligently than he, and few ever lived to see such happy, and hopeful, and wide-spread results from their labor

The Hon John D Philbrick of Boston, long at the head of the school system there, said, "The career of Henry Barnard as a promoter of the cause of education has no precedent, and is without a parallel"

Horace Mann, his greatest co-worker, who always consulted Mr Barnard about his new educational problems in Massachusetts, said of him, "His Rhode Island work is the greatest legacy yet left to American educators"

President Porter of Yale, said

We will not forget the generous and indomitable spirit which prompted him in the outset of his public life to plead the cause of education, without fee or hope of reward, before a cold and unwilling audience in the highest council of the state, which induced him to abandon a professional career for which he had made a most diligent preparation, and in which, steadily pursued, he was sure to win distinction and wealth, which enabled him to turn a deaf ear to the voice of political ambition and to close his heart to the seductions of popular applause

so easily gained by one possessed of his powers of oratory in the discussions of questions of temporary interest, which led him to decline positions of the highest literary dignity in college and university, that he might give himself up unreservedly to the improvement of Common Schools, the long forgotten heritage of the many

Henry Barnard was the man of clearest, noblest vision in his time, the man of revealing power most divine, the man of sublimest self-sacrifice and of service to the common people of the world

PART II

Dr Barnard, in 1881, published a large volume composed of selected and original articles about the kindergarten and child-culture, and he was one of the kindergarten's most intelligent advocates in America. His interest in the vital revelations of Froebel continued until the end of his life

In 1838, 1839, 1840, 1841, and 1842, and, later, from 1849 to 1854, in the "Connecticut Common School Journal," he wrote many articles directing attention to need for the training of mothers and teachers in the proper way of developing young children. While he was at the

head of the schools of Rhode Island he issued several pamphlets on the same subject

He had learned from Pestalozzi himself many principles underlying the child's true development under conditions of freedom and happiness. He had learned, too, from Pestalozzi, some of Froebel's fundamental principles. Mr. Barnard's mind was very vitally constructive, and he independently related new principles to educational principles as they existed, and saw with unusual clearness how to transform existing conditions. His revelations and suggestions, from 1838 to 1854, awakened a new interest in true culture of the child in its early life, and helped to start other leaders in early child-culture to study the problems of their work.

For the first time, in London, England, he saw an actual kindergarten in operation at the great Exhibition of 1854, where Madame Ronge had a kindergarten to illustrate the methods of using the materials exhibited by Mr. Charles Hoffman of Hamburg. He was deeply impressed, and on his return he issued a pamphlet from his report to the Connecticut Government, in which he said:

The system of infant-culture presented in the International Exhibition of Educational Systems and Material



DR HENRY BARNARD IN HIS LIBRARY

by Mr Charles Hoffman, and Madame Ronge was by far the most original, attractive and philosophical form of infant development the world has yet seen

He spread the new gospel in New England, by delivering many lectures on the kindergarten

When in 1858 Mr Barnard accepted the position of chancellor of the University of Wisconsin and head of the school system of the state, he organized the first complete system of graded schools ever issued in any state or country, for the first time the theoretical basis of a state system of education When he was Commissioner of Education for the whole of the United States, Dr Barnard in a special report to the Senate in Washington in 1869, and to the House of Representatives in 1870, recommended that in the District of Columbia the first or lowest school in a graded system for cities "should cover the play period in a child's life," and that "the great formative period of the human being's life in all that concerns habits of observation and early development, should be subjected to the training of the kindergarten" These statements prove that he was the first man to decide that the kindergarten should be an organic part of the free state school systems of the world His mind first had

this great vision, and he interpreted his vision for humanity

In 1880 he wrote to Miss Peabody that the impressions made on his mind by the kindergarten of Madame Ronge "had been deepened by much that I have since read and observed", and pointed out the urgent need of better institutions for the training of kindergartners. In his letter he said

My desire is to help place this whole subject of the early development and training of the human being, especially of the claims and results of the Froebel Kindergarten in this work, clearly and fully before teachers, parents, and school officers, and in these efforts I solicit your advice and co-operation, and through you, of all who are laboring for the same object in the Home, the Kindergarten, and the Primary School

My first plan of publication was to issue these Child-Culture papers in separate numbers or parts. On further consideration I have concluded to incorporate them all with the discussion of other educational topics, and then to issue the whole in a volume of contributions to the literature of the Kindergarten

Miss Peabody in her reply said

Nothing, it seems to me, can do more to establish the Kindergarten on a permanent foundation, and place its principles and methods fairly before American parents and teachers, than the full and exhaustive treatment which you propose to give of the whole subject of child

culture, as held by eminent educators at home and abroad, giving due prominence to the development in the Kindergarten as devised by Frederic Froebel, and others trained in his spirit and methods

In 1881 he carried out his great plan, and issued a volume of eight hundred pages, which is the most complete encyclopædia of the development of child-culture through progressive centuries, and one of the most instructive volumes regarding the kindergarten for schools and homes even to the present time

Dr Barnard, from the day he saw Madame Ronge's kindergarten in London, in 1854, to the end of his life, believed that "the kindergarten is by far the most original, attractive, and philosophical form of early child development the world has yet seen"

He frequently said to me that one of his reasons for asking to be permitted to call me his son was that in mind and heart I was a true disciple of Froebel, whom he regarded as the most vital of all educational philosophers

Dr Barnard was one of the few men whom I have known whose mentality perceived high and still higher visions, and whose organizing power could definitely relate his visions to existing conditions so as to reform the conditions

HENRY BARNARD THE EDUCATOR ¹

BY A E WINSHIP, LIT D

HARTFORD has been eminently fortunate in the distinguished men and women who have lived there. It is doubtful if any equal area and population on this continent has been equally favored, in this regard, with Hartford and the surrounding country. The only possible exception is Cambridge. The scholastically and ecclesiastically élite of the Massachusetts Bay Colony went from Cambridge to Hartford and vicinity in 1635, and it has ever maintained the aristocracy of ideas which it enjoyed at the first. At the beginning of the century the most regal dwelling on Main Street was the Barnard mansion, in which Henry Barnard was born January 24, 1811, and where he died, in the same room in which he was born, July 5, 1900.

The mansion, the social standing, the wealth of

¹ Reprinted, by permission of the author, and by courtesy of Mrs. Amalie Hofer Jerome, from the "Kindergarten Magazine" of September, 1900.

the family, as well as the brilliancy of the boy, had all conspired to give the impression that young Barnard was to be a favorite son of the city for whom fame and fortune were waiting. At fifteen he entered Yale College with bright prospects, and at nineteen he graduated with honors. Young as he was, he was one of the ablest men in the literary societies, and was president of the leading debating society at Yale. He took prizes in English and in Latin composition. Such distinction meant much, for there were many able men in Yale with Henry Barnard. Horace Bushnell, one of the ablest preachers in the United States, was there, Francis Barnard, afterward president of Columbia College, and Noah Porter, later president of Yale. Of his fellow-students, three became United States Senators, nine, members of Congress, one, secretary of war, five, ministers to foreign countries, three, governors of states, fifteen, judges, six, college presidents, and forty-three college professors. It was proof of great ability for a lad in his teens to carry off honors among such talent.

The year that he graduated from college Daniel Webster delivered the great speech of his life—the reply to Colonel Hayne in the United States Senate. This made a profound impres-

sion upon the young orator of Yale. At the same time William Lloyd Garrison was at the height of his power as an enthusiastic champion of the rights of the negro, and the cause appealed strongly to Mr Barnard. He was resolved upon a public career in which oratory was to play a leading part. In preparation for this he studied law after being graduated from college, and was duly admitted to the bar. Before beginning his practice of law he went to Europe, where he visited all the principal countries, and became acquainted with Wordsworth, Carlyle, De Quincey, and other noted writers. Thus, with study and travel, he secured the best equipment for a successful public career.

On his return from Europe, at scarcely twenty-five years of age, Mr Barnard was elected to the Connecticut legislature from Hartford. This was quick recognition for a man who had previously done nothing in politics. He became at once interested in education and proposed a bill creating a state board of education. The legislature of Connecticut was very conservative. Few people believed that it would accept any school bill, especially one so ideal and revolutionary as that offered by Mr Barnard. Yet, such was his influence and magnetism that after his eloquent

speech the bill passed the House of Representatives without a dissenting vote, and was adopted unanimously by the senate

The same year that Mr Barnard entered political life, Horace Mann left the Massachusetts legislature to give himself to the work of education Mr Barnard's admiration for Horace Mann vied with his admiration for Webster and Garrison, and the choice between an educational and a political or legal career was a difficult one In the law a way was open to fame and fortune, with every opportunity for the exercise of all the popular powers he possessed One of the ablest lawyers of New York city, the Attorney-General for the state, had invited him to become his law partner Few young men would decline such an offer for the sake of becoming an educator Horace Mann was the only man in the country who would have said, "Do it" Henry Barnard did it

Mr Barnard became the secretary of the board of education of Connecticut, which made him virtually the superintendent of schools He established the "Connecticut Common School Journal," and wrote annual reports that were second only to those of Horace Mann Four years later, while he was planning to write a history of

American education, the Rhode Island legislature invited Mr Barnard to address them upon the subject of education, and both branches met in joint session to listen to him. This speech was one of the grandest of his life. In consequence of it the legislature passed a law much like the school law of Connecticut, and Mr Barnard became the first commissioner for Rhode Island. He occupied the position for five years. He was later principal of the State Normal School of Connecticut, afterward chancellor of the University of Wisconsin, and later president of St John's College, Maryland, which position he resigned in 1867 to organize, under appointment of the President, the National Bureau of Education, of which he was the first commissioner.

Before he was forty years of age he received the degree of LL D from Union College, New York city, from Yale, and from Harvard. No other educator was ever so highly honored in scholastic circles.

In 1855 Dr Barnard began the publication of a series of volumes on education, known as the "American Journal of Education," and continued it till 1893. These volumes give a vast amount of information upon education in the different countries of the world—information such as can

be found in no other place. No greater series of books on education has ever been published. The "Journal" cost Dr. Barnard \$50,000 more than he received from it, and his fortune was ultimately lost in the enterprise. These volumes, and his report of the Bureau of Education, prove beyond question that he mastered the history of education in the nineteenth century in a thorough, comprehensive, and critical way, as no other man has ever done. None can ever write about American or European educational affairs from 1820 to 1875 without drawing most of his information and inspiration from the writings of Henry Barnard. He had all the instincts of the scientist, the patience of a historian, the poise of a statesman, and the zeal of a reformer.

It was my privilege at one time to be one of a dinner party given by the late Thomas Cushing of Boston, who was remembering his eightieth birthday in a quiet way. Among the guests were Henry Barnard and Julia Ward Howe. It was an occasion never to be forgotten, giving as it did a new view of each of those aged persons which could be had in no other way. In the nature of the case, the conversation was largely left to the seniors, who had not enjoyed six hours together socially for many a day, and

the talk was largely of experiences and events prior to the Civil War. They spoke in the most familiar way of the leaders of thought and action in Europe and America, from 1840 to 1860. To them Horace Mann, Pestalozzi, Froebel, Wordsworth, De Quincey, Carlyle, David P. Page, Mary Lyon, Longfellow, Holmes, Bryant, Whittier, Emerson, Hawthorne, Irving, Webster, Clay and Calhoun, were still in their prime. They needed but an occasional question to bring before us, with brilliant touches of wit and incident, scenes and personalities that had always been to us a dream, and in it all Dr. Barnard shone forth as a mighty leader among the great leaders of the day.

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MARIA KRAUS-BOELTE

1836-1918

BY ANNA K HARVEY

MARIA BOELTE was born in Hagenau, in the grand duchy of Mecklenburg-Schwerin, November 8, 1836 Her father, Dr Ernest Boelte, was a lawyer by profession and for many years discharged the duties of judge and chief magistrate His sister Amély was well known as a popular writer It was this "Aunt Amely," who, regarding the advancement of women as her special mission, influenced Maria to study the kindergarten system under Froebel's widow

Maria's mother was a daughter of Hofrath August Ehlers, a prominent citizen, and her family included many professional men With these connections Madame Boelte's home was a literary and musical center, where were gathered people prominent in the intellectual life of the day The instruction that Maria received, with

her brothers and sisters, from accomplished and learned men, was broad and thorough

In such an atmosphere she naturally heard much of the work of Froebel, which at that time was attracting wide-spread attention in the educational world. Her enthusiasm was further stimulated by her Aunt Amély, through whose influence Maria, then a young woman of eighteen years, was permitted to go to Hamburg, where Froebel's widow resided. It was there, under Madame Friedrich Froebel and Doctor Wichard Lange, son-in-law of Middendorf, that she attended two different courses in kindergarten training. She received, also, special training in pedagogics and psychology, at the Seminary for Teachers.

When she had finished her course of studies, she went to Manchester, England, to Madame Ronge's home. Madame Ronge, who had been a pupil of Froebel in 1849, had been invited by some of the prominent families in Manchester to lecture on the new education and to organize a kindergarten. Maria Boelte aided her in this work. Later she was sent to London to assist in the kindergarten and school which Madame Ronge maintained there.

Her life in London was an eventful one. She

was forced to learn English, for, in addition to conducting the kindergarten, she taught some of the advanced classes, and instructed the young women who were taking the training-course. It was here that she met Charles Dickens and became well acquainted with him through his frequent visits to her kindergarten, which was conducted "without price," the children coming "from among the poor."

When Madame Ronge returned to the Continent, Miss Boelte continued her work in the family of Chief Justice Lord Denman's daughter, who was the sister-in-law of Lord Macaulay. Here Miss Boelte was required to teach French, German, Latin, mathematics, literature, the elementary branches, drawing, modeling, music, calisthenics, dancing, dress-making, millinery, cooking, and kindergarten. She had every facility for carrying out the kindergarten ideas and system with large and small children, for the mothers and children of the neighborhood were included in her classes. In spite of her heavy schedule, she found time to perfect her English.

In the London International Exhibition in 1862 Miss Boelte first exhibited kindergarten work executed by her young pupils. From this time until 1867 she devoted herself almost ex-

clusively to charitable work, assisting kindergartners, giving them instruction and advice in person and by letter. Her one great object was the advancement of the kindergarten ideal. She saw with dismay how little the true kindergarten education was understood and realized the difficulty arising from the lack of thoroughly trained kindergartners capable of teaching others. She, therefore, gave the greater part of her time, without compensation, to the training of teachers.

In 1867, Miss Boelte left England and went to Hamburg as the guest of Madame Johanna Goldschmidt, mother-in-law of Jenny Lind. Madame Goldschmidt was president of the Froebel Union, and she desired Miss Boelte to identify herself permanently with the work there. Miss Boelte, however, had promised Frau Froebel to become a co-worker and partner with her in conducting a training class for kindergartners. A severe illness frustrated these plans and interrupted Miss Boelte's work for some time.

Upon her recovery, while visiting Lubeck, she was induced to open her first private kindergarten. The idea being as yet little understood, she had to overcome strong opposition. Within a few months she had successfully established a school where she conducted the kindergarten with con-

necting classes and two training classes, one for kindergartners and the other for young girls preparing for the nursery. When Madame Froebel visited this school, she exclaimed, with tears in her eyes, "Oh, that Froebel had known you! Could he but have seen your work! You are, in truth, his spiritual daughter."

During the Franco-Prussian War (1870-71), Miss Boelte's kindergarten children had a display and sale of work done in the kindergarten by fifty-six children from three to seven years of age. The proceeds, one hundred dollars, were given for the benefit of both French and German wounded. Miss Boelte closed her Lubeck school in 1871 and returned to England, where she met Miss Henrietta B. Haines, who had a private school in New York, and who, wishing to add a true kindergarten, had gone to London to persuade her to come to America. Miss Boelte accepted the invitation and in September, 1872, established a kindergarten and mothers' class in Miss Haines' school. It was during Miss Boelte's first year in America that Miss Susan Blow sought her and by persistent application became the first kindergarten teacher in America trained by Miss Boelte.

In the following year, 1873, Maria Boelte married Professor John Kraus. His articles on

"Froebel's Method of Education in America" had brought about a correspondence between the two disciples of Froebel and awakened a mutual interest. In October, 1873, the New York Seminary for Kindergartners, with a model kindergarten, connecting classes, and lower primary, was founded under their joint direction. Dr Henry Barnard, in his "Kindergarten Child Culture," says of their work

In the development of this veritable Froebelian Institute, Professor Kraus and Madame Kraus-Boelte worked in full accord against difficulties and hindrances which would have appalled spirits less determined, and against the strongest temptations to lower the qualifications in natural endowments and special knowledge for all candidates for their diplomas

In 1872, at a meeting of the National Education Association in Boston, the kindergarten received its first recognition in America, when Madame Kraus-Boelte gave the first complete explanation of Froebel's theory and method. At the Centennial Convention of the National Education Association held in Baltimore in 1876, she lectured and exhibited kindergarten work done by the children, and prepared a special exhibit of work done under the auspices of the



MARIA KRAUS-BOELTE

Bureau of Education in Washington This special exhibit was sent to the Centennial Exhibition in Philadelphia later in the same year As an outgrowth of the united efforts of Professor and Madame Kraus, the "Kraus Kindergarten Guide" was published in 1878

The model classes for children were discontinued in 1890, in order that Madame Kraus-Boelte might give her entire time to the training of young women for the profession of kindergarten teaching Six years later, Professor Kraus died, and Madame Kraus-Boelte continued the work alone In 1911 she celebrated the fiftieth anniversary of her entrance into kindergarten work, thirty-nine years of the long period of service having been dedicated to America's childhood On this notable occasion she was the honored guest of the Kraus Alumni Association, and educators from far and near paid tribute to her Two years later, in 1913, she retired from active work to secure leisure for writing certain lectures desired by her graduates, and for recording her experiences Ill health prevented the completion of this latter work, and her death in 1918 left her memoirs unfinished and unpublished

She was a most inspiring and gifted teacher Over twelve hundred young women and two

thousand children in America came under her influence. She frequently lectured before the following societies: The National Education Association (of the Kindergarten Department of which she was president in 1899-1900), the International Kindergarten Union, the New York Free Kindergarten Association, the Brooklyn Free Kindergarten Association, the Kraus Alumnæ Association. She was president and honorary member of the Kindergarten Union of Germany.

Madame Kraus-Boelte deservedly stood in the first rank of kindergartners, not only in America but also in England and Germany. She enjoyed unusual opportunities, having had, besides wide experience, an acquaintance with the most prominent educators and literary leaders of Europe. By nature she possessed a rare fitness for her chosen work. She was reared under conditions of which Dr. Henry Barnard said, "Had Froebel himself planned them, they could scarcely have been more favorable for superior culture and preparation for life work."

The patrician character of her early surroundings registered itself in her cultured graciousness, which charmed by its sweet simplicity and impelled by its underlying strength of character.

Her garden for children was carefully planted; the soil was rich, the plants have flourished, and the fragrance of the blossoms has long since penetrated through all of America's educational system. The consecration and devotion of her life to the future of childhood is a glorious monument, more glorified by the inspiration it gives to those who follow in her path, striving to achieve and carry forward the purpose of her high ideals.

A REMEMBRANCE OF MARIA KRAUS-BOELTE

BY CAROLYN C MELENEY

FORTUNATELY for her students, there has been left in manuscript the story of Madame Kraus's life, from her childhood, up through the years of her maturity. It is written in her strong, terse style, and reveals the true purpose of her years of work. When it is published, as we hope it may be, by the Kraus Association, we shall feel that she is with us again.

In this short paper I can only write in loving remembrance of the years when she was with us, and of events which were trivial in themselves, yet revealed the inspiring, vivid teacher and friend.

A group of young women had gone to Madame Kraus—just forty years ago—each eager to learn of childhood, the meaning of childish play; how to direct the activity of busy little hands, how to unfold child nature and to supply food for childish thought. Each looked to this vital

woman (then in her prime) to meet these needs, to expand the womanly nature of the seeker, to awaken within her an understanding of the needs of child life, and none was disappointed, the heart was satisfied. In this group was one pensive young mother from far-away California, a mother and daughter from Missouri, two women from Chicago, one from Buffalo, a number from nearer New York, and a few who were preparing to teach the blind.

In the beginning, questions arose. "What books shall we study?" "What methods shall we follow?" The only reply from our magnetic leader was "I am the book study me day by day—and the children." The children responded to her as flowers do to the sunshine, expanding in the warmth of her love and interest in their welfare. A phrase we often heard repeated was, "Children prosper when they are happy." As she passed from room to room in the studio building where her classes were held at that time, she was a constant inspiration, stimulating the students to earnest endeavor and careful observation, and bringing joy and freshness and life to each child as she passed by. I recall one morning. A group of children had been making paper boats which they were about to launch on a miniature

lake in the sand-box, when Madame Kraus came quickly up behind them with a watering-can and let it rain, to the immense delight of the little group and of the students who were watching her. She often said, when her surprises came, "They are from heaven."

The spirit of fun and frolic was often in the air, but that did not obscure the serious business of awakening life for students or children. One young woman expressed it when she said, "I went into the training class a thoughtless girl and came out a woman." Madame Kraus created an ideal of motherliness in those who were preparing to teach little children, and often spoke of mothers and kindergartners as educators. She early called the mothers of her children around her for consultation and mutual helpfulness. The child, the mother, and the kindergartner worked and played together, laying the foundation for happiness and growth.

Coming into the kindergarten one morning from the advanced classes, Madame Kraus noticed a little brown-eyed boy who looked sad. His dear mother had been called away and would never minister to her little son again. It was the story hour and Madame Kraus saw the opportunity to awaken hope, to rekindle the loving little

heart with confidence The mother's love was still brooding over her child she was not far away As the story progressed the brown eyes brightened, the sad expression vanished, the child heart was comforted

As the years went on and her kindergarten was closed, Madame Kraus became fairy godmother to many children, especially the children of her students From the depths of her silken bag, which was an essential part of her apparel, would emerge just the needful object at the psychological moment A little girl ran to meet her as she was walking over the downs at Martha's Vineyard; immediately a bright yellow ball appeared and the child, ball in hand, danced with delight, and held it to the golden asters blooming everywhere about her These vivid little pictures we love to recall as we think of our kindergarten mother—our friend

At a recent meeting of scientists in honor of fifty years of Agassiz's work and influence, we heard his motto repeated again and again "Study nature—not books" Even so Madame Kraus urged her students to study children, seeking the laws of their development through observation She urged young mothers to watch the daily growth of each little life from the begin-

ning, and to record the progress from month to month, watching carefully each manifestation of awakening, guarding the child that it might grow naturally, and guiding, that the little feet should keep in the right way. Her method was so true to nature that the child absorbed the things needful to his life as he absorbed the fresh air, sunshine, and pure water necessary to his physical upbuilding.

In her work the family was ever revered as the unit of social life, by finger-play, song, and story, with the children, and in her talks with her students she held firmly to the necessity of the father's doing his part in the early training of his children.

Madame Kraus, in her attitude toward educators, was kindly and appreciative, unless she felt that Froebel's principles were being exploited. There must be no haste in the development of the child; a slow, sure development must be maintained through all the stages of growth. She was ever keenly alive to the progress of events in the educational world, and counted among her friends many who were active in educational circles. Especially was she interested in Adelphi College, where one of her kindergarten daughters was working out the problem of the child, from its

early years in education to the completion of the college course, including the training for childhood development

When strangers sought an interview with Madame Kraus, it was necessary to observe certain formalities which to some ardent people seemed not quite in keeping with our American freedom, but which accorded with her early European training. These little formalities observed, one could not find a more cordial hostess or receive more courteous attention. Those of us who knew her intimately loved the glimpses into her past life which on occasion we were allowed to enjoy, her happy childhood, when work, play, and cooperation constituted the spirit of the circle; an interesting reference to a little French blood in her veins, which made her so lively, an aunt who traveled and wrote and entertained many literary friends (among them Carlyle and Dickens)—the aunt through whom she became interested in Froebel's philosophy. Her father was a court lawyer who had planned for his daughter a domestic life with some social activities, promising to give a ball in her honor if she would give up the thought of educational work. She told us, also, of her life in England, when she shared her knowledge with a group of families

who were cooperating in securing for their children the benefits of a newer method in education

All these references to the past—with little mementoes in the form of miniatures painted on ivory—were rare treats to those who loved Madame Kraus. Among her strongest characteristics were her devotion to her loved ones and her desire to have others share in her appreciation. That her students did honor her life and work was shown in that last beautiful service held in Columbia Chapel, when expression was given to the thought that her work may still go on, that in the life beyond she may still be surrounded by the children she loved, and that those who had the benefit of her understanding heart may bear the torch forward to coming generations.

MATILDA H KRIEGE¹

1820-1899

BY CAROLINE D ABORN

ONE of the early events which influenced the establishment of the kindergarten in Boston was the coming of Madame Kriege and her daughter Alma, from Germany, in response to the earnest invitation of a small group who had become interested in the "new education." Both Madame Kriege and her daughter had studied with the Baroness von Marenholtz-Bulow in Berlin. In 1868, they arrived in New York, spending a few months there. They were not successful, however, in their attempt to establish themselves and their work, and so came to Boston, where, due to the influence and labors of Elizabeth P. Peabody, there was considerable intelligent interest in the kindergarten system.

Miss Peabody was in Europe at this time,

¹ Compiled from material found in the "Kindergarten Magazine" of September, 1890. Used by permission of Mrs. Amalie Hofer Jerome.

studying kindergarten methods, leaving the kindergarten and school for young children, which she had established in Boston, in the hands of her associate, Miss Corliss

In September, 1868, the following announcement appeared in the "Boston Transcript"

German Kindergarten—Miss Corliss relinquishes her school, hitherto kept on Pinckney street, into the hands of Madame Kriege and Miss Alma Kriege, who have been trained at the Kindergarten Seminary of the Baroness Marenholtz, in Berlin. This lady was a personal pupil of Froebel, the founder of the Kindergarten. Madame Kriege has brought with her from Germany the material and apparatus for the kindergarten proper, as taught in German cities. In connection with the school, she proposes to take afternoon and evening classes for the training of kindergarten teachers

Among names given as references were those of Dr. Henry Barnard, Commissioner of Education, Mrs. Horace Mann, and her sister Miss Elizabeth P. Peabody

A few quotations from private letters and articles written by Madame Kriege, indicate some of the difficulties which she encountered in her work:

We had to hire a whole house at high rent on Charles street, and as soon as we moved into it my daughter was

taken ill with fever, and was at the point of death for some time I, however, had to go on as if nothing was amiss, issue circulars, advertise, receive visitors, it was a dreadful time.

When I look back on those early days of struggle and hardship, I feel that only my very strong desire to bestow the blessing of Froebel's ideas on our adopted country, and to leave it in the hands of Americans to continue to improve, could excuse me for undertaking so heavy a task, but I strictly adhered to the principle that one must thoroughly *understand* before he can *improve* a system

It seems to me that no person ought to adopt or modify so perfect a plan as Froebel's who has not first profoundly studied it, to discard the vital principles, the scientific basis and the progressive gradations of the method, as such blunderers would be apt to do, would be fatal in the extreme

The word "German," prefixed by me to Froebel's kindergarten, has led to the misapprehension that it was meant to indicate a contest or rivalry among nationalities My motive in calling the kindergarten, which we established last year in Boston, "German Kindergarten," was simply that I felt the necessity of making a distinction between the true system of Froebel and schools for little children in this city, which take the name of kindergarten without embodying a single cardinal principle laid down by Froebel, their originator I might have called it "Froebel Kindergarten," but that did not seem to answer the purpose, as we found that very few persons knew anything about Froebel, and still we were anxious to do some-

thing for the introduction of his system. Only schools conducted in accordance with Froebel ought to assume the name of kindergarten, whether they exist in France, England, Italy, or America. The education Froebel proposes is a science and art to be acquired, this, added to a perfect love for children, alone qualifies one to be a kindergarten teacher.

It is not true that Froebel's system is adapted specially to the habits and manner of life in Germany. It embodies principles as universal as the human mind—not the English, not the German alone—and Froebel would rejoice to see his ideas carried out in all parts of the world. That the language of those nations where his ideas are introduced must be substituted for the German is self-evident, but we cannot call this a "radical departure from Froebel," nor any departure. To intimate that anyone of intelligence would wish to adhere slavishly to the letter of Froebel, and not grasp his spirit, is to do an injustice.

Without doubt, if Madame Kriege had omitted the word "German," simply calling her venture "Kindergarten," she would have met with greater favor from the public, and would have been more successful financially, but her object in coming to America was not to make money, nor for personal gain in any way. Her one, consuming desire was to introduce Froebel's system in a manner that the great founder himself would approve.

One of Madame Kriege's own pupils, Miss Mary J Garland, once wrote

But for the singleness of purpose with which Madame Kriege devoted herself to establishing it on a sound basis, but for her strict adherence to fundamental principles—though concession would have been easier, and pecuniarily more profitable, but for her fidelity to a high ideal, the history of the Kindergarten in this country might have been very different—less healthy in its growth, less steady in its progress, for in the beginning we have sure prophecy of the end

Through the efforts of Mrs Mann, Miss Peabody, and Madame Kriege, one public kindergarten was opened in Boston. This was supported by public funds for about seven years, and then it was decided that no more money could be used for "this new-fangled way" of teaching children. But the kindergarten was destined to be saved, Mrs Pauline Agassiz Shaw of Boston carried on the work, establishing from time to time new kindergartens, and generously supporting them until the City of Boston was ready to take them over as a part of the public-school system.

The time given to the training of students in those days was indeed short—only six months! Madame Kriege, herself, felt that the course was

too abbreviated, for many of her pupils were immature and lacked that cultural equipment necessary for a teacher of little children. An entrance examination was required, to be sure, and students were received on probation for one month. The lectures given by Madame Kriege were largely from the manuscript of "The Child, Its Nature and Relations," and was a free rendering of the German of the Baroness von Marenholtz-Bulow's "Child and Child Nature." These lectures were published in book form in 1872, and the original was translated and published in 1880.

In 1872, Madame Kriege and her daughter returned to Germany, and their work was continued most successfully by Miss Mary J. Garland, who was the only graduate to whom a certificate of qualification had been given as a training teacher.

For some years Madame Kriege often sent letters and helpful educational articles to the "Kindergarten Messenger," a small monthly magazine published by Miss Peabody; and these were indeed appreciated at that time, when so little was available on the subject of the kindergarten.

Later, Madame Kriege and her daughter returned to America to conduct a training school and kindergarten in connection with Miss

Haines's private school in New York City, declining another alluring opportunity to go to Germantown, Pennsylvania

The last years of Madame Kriege's life were spent in Germany. She never ceased to feel a deep interest in all that pertained to the welfare of the kindergarten in both Germany and America.

She died on March 31, 1899, at the age of seventy-nine. Her long life was one of rare beauty and power, and to her faithful, courageous efforts, we of to-day owe a loyal debt of gratitude.

PAULINE AGASSIZ SHAW ¹

1841-1917

WITH the passing of a great personality, a great spiritual leader, there remains to the world a rare heritage, a vital benefaction. Exceptional natures filled with the spirit of brotherhood—helpful, courageous, sincere, without prejudice, and above selfish ambition—reveal by their lives to what humanity may attain. Such a one was Pauline Agassiz Shaw.

Pauline Agassiz was born in Neuchâtel, Switzerland, February 6, 1841, the youngest child of Louis Agassiz and of his first wife, Cécile Braun. Delicate, loving, beautiful, with a mind of unusual insight, Pauline was the idol of her parents and of her brother and sister.

After the death of their mother in 1848, the three children lived with relatives in Switzerland till 1850, when they joined their father in Cam-

¹ This sketch and the two following are used by courtesy of The Women's Municipal League of Boston, and are found in the volume of addresses and tributes given at the Memorial Service for Mrs. Shaw, April 8, 1917.

bridge, Massachusetts, where their education was completed. On November 30, 1860, Pauline married Quincy Adams Shaw.

Out of the effort to discover the best methods of training her own five children and the children of some of her friends, grew Mrs. Shaw's practical interest in education. Her school, established at 6 Marlborough Street, Boston, made a significant contribution to the science of education. It was a pioneer in demonstrating many of the progressive principles of modern pedagogy. From this interest in children and in education in general, developed her devotion to the various causes and philanthropies which filled her life with joyous service.

She had never been so well, nor more actively absorbed in all the vital forces of modern life, than in the last two years of her life. While her personal correspondence, committee work, and other manifold duties filled many happy hours of each day, she found her deepest joy in the companionship of her children and her grandchildren. It was in the midst of such activity and happiness that the summons came—swift, unforeseen, inexorable. After an illness of little more than a week, she died of pneumonia on February 10, 1917.

A TRIBUTE

BY CHARLES W. ELIOT

WE have come here to celebrate the achievements of Pauline Agassiz Shaw, to rejoice in the good work she did for this community and for the universal improvement of education and philanthropy. Her life had in it many trials and sorrows, but also many heart-felt joys and solid satisfactions.

I first knew Pauline Agassiz as a beautiful and graceful girl, a very serviceable daughter in a house which had few servants but abounded in hospitalities. I shall never lose the impression of her grace and beauty when, at an evening party at her father's house, she brought me a cup of coffee across the room. I remember with the utmost distinctness her delightful aspect when she was a pupil in the unique school for girls which was conducted for a few years in her father's Cambridge house.

She was married at nineteen, and then suddenly transferred from a house where means were nar-

row to a house where means were ample, a house full, too, of beautiful objects of art. There her children were born and brought up. During all her married life she had at her command a large income which she used at her discretion, not for any purpose of private luxury but altogether for purposes of public usefulness and beneficence.

Educational work from the first enlisted Mrs Shaw's interest and support. I suppose no private person in this country has ever done so much for kindergartens as Mrs Shaw did. She gave the public demonstrations of the usefulness of kindergartens, and did pioneering work in introducing them into Boston and neighboring cities. After many years of patient work and much expenditure, she had the satisfaction of seeing kindergartens adopted in Boston and some other cities as an accepted, and indeed indispensable part of a good public school system.

She was interested in developing in public and private schools the kind of teaching which she had seen her father give. Professor Agassiz was descended from a stock of ministers and teachers in Switzerland, and was himself an eminent naturalist and fascinating lecturer. Her mother was the daughter of a family famous in Germany for both its scientific and its artistic qualities and achieve-

ments Mrs Shaw had both these inheritances in her blood She was always interested in concrete teaching, in training the senses, in imparting the knowledge and the mental training which come in through the eye, the ear, and the hand, and in cultivating through such training the scientific method of thought Much of her public work for education exhibited this tendency to bring into education, for all sorts of children and adolescents, a larger proportion of concrete teaching and of practice in observation, and in the inductive mode of reasoning

Mrs Shaw had the most ardent faith in the practicability of improving greatly education, and social and political organization, and hence in improving the common lot of humanity and so making mankind happier

MRS SHAW'S SERVICE TO THE KINDERGARTEN

BY LAURA FISHER

MOST people speak of Mrs Shaw as a great-hearted philanthropist, kindergartners like to remember her as a great pioneer in education. For education was her passion, and the kindergarten, as she said only recently, was her first love—the one from which all her other loves sprang. No other individual supported the kindergarten so liberally or rendered greater public service by means of it. To realize in some degree the significance of her work we need to recall its history.

As early as 1867 Miss Peabody began her efforts in the interest of the kindergarten and was succeeded by others, notably Miss Garland and Miss Weston in connection with their private school. It was not, however, until 1877 that the kindergartens in Boston really came to stay. In that year Mrs Shaw opened two kindergartens, one in Jamaica Plain and one in Brookline. Gradually others were established in Boston and

Cambridge until in 1883 Mrs Shaw supported thirty-one free kindergartens. Many of these were located in public school buildings, but all the expense of salaries and maintenance was borne by Mrs Shaw.

Under the able direction of Miss Lallah Pingree, without whom even Mrs Shaw could not have accomplished her results, the kindergartens became a power in the educational system of Boston. In 1888, at the invitation of Mrs Shaw, the School Committee made an investigation into the value of the kindergarten, with the result that the fourteen kindergartens in Boston supported by her were taken over by the city.

It was a glad day when the city adopted the kindergartens, but it was a sad day when they passed out of Mrs Shaw's keeping. I wish I might give you some idea of what her personal touch meant to everybody! Who can ever forget those wonderful days when the boxes of flowers arrived, sent by Mrs Shaw to make the kindergartens beautiful? Or when "the fairy godmother" herself appeared with her wistful gayety and made all hearts glad? Which one of us fails to remember her modesty and humility as she sat and listened to young upstarts in education who thought they carried the salvation of the

world on their shoulders? Her presence turned everything into poetry and every kindergarten into fairyland

One great significance of Mrs Shaw's work was the fact that *she initiated the kindergarten movement in the East* Isolated attempts to establish public, private, and charitable kindergartens had been made in various places, but with Mrs Shaw's organized system of model kindergarten work under expert supervision and direction the kindergarten became a part of a great educational movement, and from her success Philadelphia, New York and other cities took heart and the kindergarten was planted in the East for good

I wonder how many of you know how far-reaching the influence of her kindergarten was Do you realize that Mrs Shaw's kindergartens were the first social and educational centers connected with the schools, and that her kindergartners were the first social workers and visitors who went from the school into the home? Are you aware that Mothers' Meetings and Parents' Clubs originated in these kindergartens and that Mrs Shaw provided instruction in many subjects, besides the care and education of children, to grown people?

Her kindergartens were the first Community

Centers where little children were helped to realize their relation to the larger world surrounding home and school. By the kindergartners they were taken on excursions to field and garden, pond and stream, to workshops and public buildings, that they might know something of the great world in which they lived. Great national days and great national heroes were celebrated in song and story, and exercises were given to kindle in young hearts the first spark of patriotism and thrill them with the first faint sense of citizenship.

We forget, now that the schools have adopted so many of the ideas and practices of the kindergarten—and imagine that they originated them—we forget that here in Boston Mrs. Shaw's work was their beginning and that she had the wisdom and the imagination that enabled her to realize their value and their meaning.

Like Froebel she saw the child in the light of its possibilities and relationships. Seeing, as has been said, "the uncommon quality in the common man" she was ready to bend every effort to abet its development.

Again like Froebel, she believed that in this land of ours with its conscious ideal of freedom, the kindergarten would find its true home and

its adequate embodiment. She knew that the soul of America must be stirred into life in the souls of little children and that through the child in its midst the grown-up world would be born anew. But she was not content to regenerate the poor alone. She saw that the "poor little rich child and the rich little poor child" had many needs in common. That they all trailed clouds, not always of glory—and that for all alike citizenship in heaven must be won by painful and persistent effort. So her last venture was the opening of a kindergarten and a kindergarten training school in connection with her private school at Number 6 Marlborough Street. She was anxious that the divine spark in every child should be fed and nursed into living flame. Upon whom should the task fall? Whose is this greatest of privileges? Mrs Shaw's reply could be but one—the mother's. Her training school was established not only to prepare professional kindergartners. She had in view the education of all girls for the vocation of motherhood. This, to her mind, constituted the highest education of women. We ask ourselves, what do all these efforts signify? I think the answer is Mrs Shaw dreamed dreams. She had a vision. She, too, saw a new heaven—and a new earth,

a holy city, and at its heart she beheld divine childhood nurtured by divinely inspired motherhood

May consecrated obedience to this vision help to bring forth that redeemed humanity from which shall spring once again the healing of the nations'

MARY J GARLAND

1834-1901

BY MARGARET J STANNARD

MARY J GARLAND began kindergarten work in Boston in 1872. As a mature woman of more than thirty years, a teacher with many years of experience, and a constant student of educational principles and methods, she brought a well-trained and discriminating mind to a study of Froebel's philosophy of education and its special application in the kindergarten.

For a long period of years immediately preceding her new work, Miss Garland was resident teacher in a girls' boarding-school in Montreal—a school of the English type with good scholastic standards and strict discipline. The head schoolmistress, a woman of keen insight and hard judgment, recognized the rare quality of her young teacher and literally "took her in hand."

Miss Garland regarded these years of hard professional work and the close personal relation

which developed out of it as the most valuable experience of her life

In their wide reading together Miss Garland and the head-mistress had come to know of the new education for little children, and Miss Garland was especially interested in it "because of its naturalness," as she often said. The preservation of its naturalness became the outstanding purpose of her work in the kindergarten field, she was instinctively and by intention "a nurturer of nurturers."

When the head-mistress retired from her school in Montreal, Miss Garland determined to investigate kindergarten work. She went to Boston, with the hope of getting information and advice from Miss Elizabeth Peabody. Miss Peabody had gone to Germany to increase her own knowledge of the subject, but her sister, Mrs. Horace Mann, welcomed Miss Garland, told her what she could of the meaning and purpose of the kindergarten, and urged her to study with Miss Alma Kriege and her mother, whom Miss Peabody had persuaded to come to Boston and open a kindergarten training school.

Miss Garland followed Mrs. Mann's advice, feeling that definite study was the first intelligent step to take, in making her decision. The

course of study was limited to German books and such translations and interpretations as were made by the Krieges. Madame Kriege's book "The Child," a translation of excerpts from "Child and Child Nature," was compiled that winter. Miss Garland had a working knowledge of German, and with her grasp of general educational principles she was able to help in the preparation of this book. Madame Kriege used to say that the ownership of the book could be placed only as the big boy placed that of the donkey over which the younger ones were quarreling. "It is all-our donkey."

During this year of study, Miss Garland was sent to substitute in a so-called kindergarten, established under private patronage. On her first day a visiting patron reported to Madame Kriege that the new teacher seemed very severe. When this was taken up with Miss Garland, she replied, "I intended to be severe, Madame Kriege, the situation demanded it, there must be law in that kindergarten before there can be freedom." Freedom under law was the wisely interpreted, wisely applied principle of all of Miss Garland's work.

The Krieges returned to Germany at the end of that year, and Miss Garland decided to take a

second test step for the kindergarten. She started a private kindergarten, and offered during the winter a short training course.

Since it was her purpose to discover real kindergarten values, she determined to carry as many children as possible into graded school classes, and to receive no children into the upper classes who had not completed her kindergarten course. Such pioneer spirit entails great personal sacrifice, a sacrifice which is especially great since educational returns can never be fully measured and a true pioneer rarely reaps the reward even of recognition. In this case there were, however, several unmistakable results: an unusual school founded upon the kindergarten and developed out of it, a school which, in due course, provided a continuous, well-related education, truly Froebelian in character, for seventy children from four to twelve years of age, a kindergarten training course in which there was a well-preserved balance between a nurturing spirit and an understanding mind, with groups of students judiciously selected for character, cultivation, and special fitness for child education, graduates whose hearts and minds were in their work, kindergartens in the poor districts of Boston, supported by Mrs. Quincy A. Shaw, for whom Miss

Garland's work had been a convincing demonstration and an inspiration

These kindergartens supported by Mrs Shaw and chiefly directed by Miss Garland's graduates were not, of course, the sole determining factor in Boston's later decision in favor of public kindergartens. It was easier, however, to induce the city to join the educational procession when a dozen well-equipped and efficiently directed kindergartens were available.

Miss Garland foresaw and dreaded the hampering pressure of a formal public-school system on the kindergarten, but she had faith that the balance between law and license would be regained in time, and that ultimately Froebel's ideal of a socialized school for all ages would become the conscious goal of education.

The school on Chestnut Street exemplified, forty years ago, the modern method which makes children the active agents in their own education, and which gives them every possible opportunity to do things for themselves and for other people. The memories of the students in Miss Garland's training school at that time are more of child-than of teacher-activity. One typical memory is of the four-year-olds on the winding stairs of the old-fashioned house, each one carrying his

chair "the best way" The children themselves, now mature men and women, have affectionate memories of the school and what they did there, and of the teachers

Miss Garland held to the plan of taking into the upper classes of the school only children from her own kindergarten, until other, equally good, kindergartens had been established The kindergarten and school classes continued until 1892, when Miss Garland and her associates decided that since the idea for which the school stood was being well demonstrated in other schools for children, they would devote themselves to the training classes, using the public and private kindergartens of the city for practice ground Until this time kindergarten training courses required only one year's work Miss Garland's school offered two years to the students entering in the autumn of 1892, and the greater number took advantage of the extended course

The story of Miss Garland's life and influence would be incomplete without mention of some of the persons who studied and worked with her In the first training-class were two teachers from the Boston Elementary Schools Miss Rebecca J Weston and Miss Lucy H Simonds Miss Simonds continued in public-school teaching some

years and established a private training school for kindergartners, which did successful work until her health failed about 1912

Miss Weston became Miss Garland's assistant in 1873, and soon after, her full associate. She was a gracious personality, combining almost childlike enthusiasm with mature sympathy and good judgment. In the school, the children just beyond the kindergarten were her special charge, and it can be truly said that these children "burst into reading" without conscious effort.

In their personal relations with students in training, these two rare women supplemented each other in an unusual way. "Justice" and "Mercy" they were sometimes affectionately called by the students. Not that Miss Garland's justice lacked the element of mercy (nor Miss Weston's mercy that of justice), but the sense of a universal and impersonal law without which there is no freedom especially characterized Miss Garland's own life and her teaching. Miss Garland and Miss Weston worked and lived together until Miss Weston's death in August, 1895.

After Miss Weston's death, Miss Garland asked one of the senior students, a woman of some maturity and of experience with children of her own, to assist in general ways in the school.

Under Miss Garland's tutelage and constant supervision, the general assistant became a regular teacher, and finally, an understudy for the directorship of the school

It was Miss Garland's custom to be present for all class work, whether regular lessons or special lectures, in order that she might herself bring together the various parts of the course, filling in gaps, showing connections, and illuminating obscurities. Except during short periods of absence on account of illness, she pursued this policy in the training of the new associate. Almost daily, after classes, the subject-matter, the manner of presentation, the value to the students, and their response—all were discussed in intimate and friendly but keenly critical talks.

Miss Garland never spared the truth, but her criticism was always constructive, she commended, amended, and inspired. A familiar warning from her to students about to begin class criticism was "Give the positive side first, do not destroy, transform." She continually emphasized the power of unconscious tuition, and exemplified it in her life and teaching. The idea of trying intermittently and consciously to be "a good example" was unthinkable. One must be herself—the same self everywhere and at all times. All

conscious effort must be toward a steadily advancing ideal, a bigger and better self "Let your light *shine*," she used to say, "don't flash it!"

Her only flashes were those of wit. A rich imagination and a good sense of humor made her delightful in story and repartee. No school party was complete without her, she enjoyed the fun, and helped to make it. She was mentally alert in games and puzzles, and her rhymes and jingles were clever and amusing. She was foresighted, as well as quick-witted, and her ability to see the value or danger of a tendency was well-nigh uncanny. She had frequently nurtured or nipped a bud almost before her associate was aware of its existence—at least before she had realized its significance.

Miss Garland died at the age of sixty-seven, in July, 1901. Happily, she was able to be with her class on graduation day in June. The writer, her associate for six years, was her chosen successor and continued the kindergarten training school in Miss Garland's name. A model school with kindergarten and primary classes was added to the work, and also, in 1902, a brief course of study, founded on the Froebelian philosophy of life, for girls who did not wish to prepare for kindergarten work.

The new course was inspired by the woman-making side of Miss Garland's teacher-training course, and demonstrated the mother-training suggested and partially defined by Froebel. This course still continues as the Garland School of Homemaking. The kindergarten training course (with the children's school) was discontinued in 1909, because the requisite scholastic training could no longer be maintained by tuitions without a sacrifice of personal and professional values, especially in the selection of candidates and the restriction of numbers.

Miss Garland had always insisted upon character and cultivation as essential qualifications for a teacher, ability to pass school examinations was never sufficient proof to her of a candidate's fitness for her important task of developing human power. Rarely was a student received without a long, often delightful, morning or afternoon of acquaintance—a session during which the best good of the kindergarten and the best good of the applicant were considered with equal care. It was, in fact, a sympathetic and discriminating bit of vocational guidance.

It was also Miss Garland's conviction that classes should be small and much of the work individual and personal. This seemed to her

almost as important for the students in training as for the kindergarten children

Many talented young women came under the influence of Miss Garland, and their talents grew and flowered. A few of the graduates whose work is known, or should be known, from generation to generation are Laliah B Pingree, the first supervisor of kindergartens in Boston, Sarah E Wiltse, one of the early story-writers, Anne L Page, whose fine work is a story by itself, Harriet S Jenks (Mrs James B Greenough), who made early and useful compilations of kindergarten songs, Emilie Poulsson, of "Finger Play and Story" fame, Caroline D Aborn, the present supervisor of kindergartens in Boston (1923). Space does not permit a complete list of those who have contributed to the progress of the kindergarten, by their work with and for children in kindergarten, home, or community, but there are many

Miss Elizabeth Peabody was a cherished part of the professional and social life of the school, a familiar and friendly figure to the children and to training students. In the "Kindergarten Messenger," Miss Peabody's publication, there were, in the seventies, frequent references to Miss Garland's work and occasionally a very good gradua-

tion thesis was printed. There was so little printed matter at that time that every simple and clear exposition of Froebel's principles and his kindergarten method of application was welcome.

It was natural, then, that with these friendly memories Miss Garland and Miss Weston should take especial interest in the idea of founding the Elizabeth Peabody House as a permanent memorial to the kindergarten pioneer. The first thousand dollars for the memorial was given in response to notes written by Miss Weston during the spring preceding her death. The gifts came chiefly from the families of children who had been in Miss Garland's and Miss Weston's kindergarten and school.

The house was opened in April, 1896, as a kindergarten settlement. Miss Garland's interest in it was unfailing. She made frequent, often daily visits, and to those who had never seen her in her own school, her occasional morning circle or story-hour in Elizabeth Peabody House kindergarten was a revelation of what it means to live *with* children. She wished to make that a kindergarten of the highest type, and in those early years, under her guidance, it fulfilled its purpose as the permeating spirit of the neighborhood in and out of the house. A social worker

and the kindergartner, both living in the settlement house, worked together and in frequent conference with Miss Garland for the improvement of home life in their neighborhood. The kindergarten is a memorial to Miss Weston, and a growing fund in Miss Garland's name has been created by her graduates and friends to help in its support.

Miss Garland also helped to organize the Eastern Kindergarten Association and was for many years its president. This association remained in existence until within a few years, when a state organization of kindergartners took up the work of conserving and propagating kindergarten ideals.

She did very little speaking or visiting outside of New England, in her nearly thirty years in Boston. During the early years she was too much occupied in studying and perfecting her demonstration, later, she was not strong and the nervous strain of traveling and of being in crowds was too great.

Unfortunately, she had limited time and strength for writing, also, and has left only a few short addresses and magazine articles. She was loath to put plans and methods into print lest they should outlive their usefulness.

Miss Garland was called a conservative; she was, rather, a conservator, discarding slowly in order to hold fast to the essential good. She was first drawn to Froebel's idea of education by its naturalness, and she never forgot that in God's universe both physical and spiritual freedom are achieved through intelligent obedience to His laws. Obedience to a wise and loving interpreter of these laws must, therefore, be the first step toward freedom for a little child.

A simple statement of facts with suggestion of underlying principles is not a hard task, it is the revelation of a personality which is difficult. A subtle something more than vision, character, and a well-stored mind is required to win loyal friends and disciples for a cause, that something more Miss Garland possessed. It is of her as a person, with human qualities and interests, that her students like best to think. There are many for whom the most vital part of the training course came after school hours, sitting on the floor around her—in her special sofa corner—discussing the day's problems and ranging far afield into problems of living. As one of the graduates said, after her death: "She was the best friend a girl could have."

ANNE L PAGE¹

1828-1913

BY JAMES L HUGHES

MISS ANNE L PAGE, one of the first American women to be kindled by the philosophy of Froebel, and for many years one of the most profound of his interpreters, especially of his spiritual ideals, was born in Danvers, Massachusetts, in October, 1828, and died in May, 1913. She was one of the founders of the American Froebel Union, in association with Miss Elizabeth Peabody, Mrs Maria Kraus-Boelte, Mrs Elizabeth Corry Agassiz, Mrs Pauline Agassiz Shaw, Mrs Ida Agassiz Higginson, Mrs Horace Mann, Mrs Asa Gray, Mrs Kate Gannett Wells, Miss Mary J Garland, Miss R J Weston, Dr William T Harris, Professor John Kraus, Henry Barnard, Mr Augustus Hemenway, Mr W N Hailmann, General Eaton, and others. Miss Page was secretary of

¹ Memorial Sketch reprinted, by permission, from the "Kindergarten Magazine."

the union, and in this position she corresponded with the Baroness von Marenholtz-Bulow for several years, and was instrumental in having some of the writings of this distinguished woman translated into English. In one of her letters to Miss Page the baroness spoke with special approval of the work of Mrs Kraus-Boelte, and even on her death-bed she wrote to Miss Page, thanking her for her kindness.

When a young woman, Miss Page conducted a private school in Danvers, in the beautiful old home in which she lived throughout her life, one of the finest of the old family homes of Essex County. Her father was a prominent man in Danvers, and her mother was a descendant of the Putnam family, of which General Israel Putnam was the most distinguished member. Lucy Larcom wrote a long poem about Miss Page's mother, in which she called her the "sweet-pea lady," because of her great love of flowers. Miss Page's lifelong interest in botany was undoubtedly developed by her mother, whose beautiful garden and fine conservatory gave her a wide reputation. In the words of Lucy Larcom

The dear old garden—let alone
Because she loved it as a child—

Breathed out a sweetness like her own,
Its soil to lilies running wild

Mrs Alice Hanson Witherbee of New York, who was a pupil in Miss Page's school in "the sixties," in speaking of the love of all beautiful things in nature as one of her strongest characteristics, says

There were numerous little excursions from the school, perhaps to the brook to gather plants for the goldfish tank, or elsewhere for mulberry leaves to feed the silkworms, or to Burleigh woods to find the first hepaticas and anemones under the dry brown leaves. Best of all, Miss Page was with us, pointing out this or that thing of interest, leading us to observe carefully—and yet we thought we were just having a great lark.

Her interest in botany was lifelong. She translated from the French a little book on botany named "Flower Object Lessons." One of her precious possessions was a diploma which she received for a collection of ferns which she exhibited at the World's Cotton Exhibition in New Orleans in 1885. One of the elements of the friendship between Miss Page and me was the fact that I, too, won a prize for "The best collection of Canadian ferns."

It was soon after her graduation from high

school—the first high school opened in Danvers, which she entered when she was twenty years old—that Miss Page began her private school. She did not call it a kindergarten, but she claimed that it was “kindergartenish.” It became more and more kindergartenish as the years went by. Her mother’s training, her love of nature, her conscious growth in freedom, her recognition of the value of the child-soul, and of the duty of the home, the school, and the church to aid the child in his growth toward the divine, made her a true Froebelian before she learned that Froebel ever was born. It was natural, therefore, that she read with great joy all Froebel’s books, as they were translated into English, and that his philosophy became more and more consciously a vital element in her own educational and spiritual ideals.

When she was nearly fifty years old, Miss Page decided to make a thorough, practical study of the principles and system of Froebel in order that she might devote her life to training young women as kindergartners. She graduated from the kindergarten training school conducted in Boston by Miss Garland and Miss Weston in 1879, and delivered the graduation address. I have a letter written to Miss Page by Miss Pea-

body, requesting her to deliver the same address at a meeting which Miss Peabody was to attend. In this letter Miss Peabody speaks very highly of Miss Page and says, "Mary says she cried for joy uncontrollably when she heard you" "Mary" was the sister of Miss Peabody, and the wife of Horace Mann, the most distinguished educator of Massachusetts.

After completing her course as a kindergartner, Miss Page worked in a Boston kindergarten, voluntarily selecting one of the districts where she might aid in bringing sunshine and cheer to the lives of poor children.

For more than thirty years she conducted a training class for young women in Danvers.

Miss Page had the true spirit of a kindergartner. Mrs. Witherbee, who was her pupil many years before she graduated as a kindergartner, says in speaking of the school, "What I am sure of is that we were all very industrious and very happy." She says further, "When you admit that Miss Page was one of the first to take up kindergarten work, that fact is only half of the story. She was away ahead of her time in other matters concerning the young and their education." She closes her description of Miss Page's school in Danvers in 1855 by asking,

"Was there ever such a delightful school in the world?"

Miss Page was for years a member of the school committee of Danvers. She suggested the first free kindergarten in Danvers, and helped to found the association that carried it on for years. She was one of the founders of the Danvers Women's Association, and till the end of her life she was deeply interested in all reasonable movements for the fuller development of women. Equal suffrage she believed in with a calm faith, and she was convinced of the absolute need for the higher and broader education of women. It was natural that she should at once see the value of the modern movement in favor of school gardens, because she realized so fully the influence of loving interest in flowers and of tender care of them, in her own spiritual growth.

Miss Page was a profoundly religious woman. I have never known any other woman or any man whose personal influence and life so quickly lifted one into a higher and serener spiritual atmosphere. She did not talk much about spiritual life, but she was manifestly spiritual. More than any other kindergartner I have known, she became a kindergartner because of a clear convic-

tion that it was her supreme duty as a religious woman to train as many children as possible, and later to train as many young women as possible, in the higher and more spiritual ideals of education. She accepted Froebel's definition of education as "a conscious growth towards the divine" as the basic ideal in all her teaching and training. Her religious philosophy and her educational philosophy were in perfect harmony. Her notes show that she made wide and careful studies in nature, child life, comparative religions, historical evolution, and psychology.

Among her papers was the following prayer in her own writing

Father and Saviour of all! May the word given for the life of men on earth and of angels in heaven be our constant guide. May it soon come to all men, enlightening their minds and awakening their love. May we be fed from day to day with the bread of life, even with the perception that all we have for body or mind comes from Thee continually. Help us to find something to love in those whom we dislike, even those who have injured us. Forgive them and thus open our souls to receive Thy forgiveness for all our sins.

Miss Page's students preserve her letters as treasures. The following extract from a letter

written to one of them reveals some of her characteristics

You must not get out of tune with the twentieth century I am privileged to do so, as I had nearly seventy-five years of the nineteenth It is a grand time I love it, and try to like it' It is the time for stirring things up, and when they are well stirred and settled again, they will be better than ever they were

She retained her intellectual clearness, her kindly humor, and her epigrammatic and analytic power up to the last day of her life The commercial agitation in regard to the work of Madame Montessori led one of her former students to ask her opinion of the work of Madame Montessori Her reply was, "My dear, she mistakes the channel for the stream" To another of her prominent students she said two weeks before her death, "My dear, she was a laboratory woman, and Psyche never worked in a laboratory"

To me she said "Madame Montessori cultivates sense perception, but does not reveal and cultivate the organic unity of the child's own life, or his unity with humanity as a whole She cultivates one of the child's departments of power, Froebel planted seed thoughts of infinite growth

She uses each kind of material in the performance of repetitions of the same act in which the children are merely imitators, Froebel used materials so that each material given to the children gave them unlimited opportunities to make new plans each day in harmony with fundamental laws and thus made them original and creative ”

One of Miss Page’s friends, writing about her, says

“Her mind was filled with fundamental principles of law and order by which she directed her own intellectual and spiritual growth and the growth of her students ”

This quotation gives a just conception of her basic philosophy relative to the source of her richest growth and of her highest success

I first heard of Miss Page when she wrote to me asking me to speak at a meeting of the American Kindergarten Union in Boston in 1878 I could not go, so I did not meet her till several years later After I knew her I went to see her every time I was in Massachusetts It was worth while to do so

She went with me to the Essex County Teachers’ Convention a few months before her death The gentleman who spoke before me advocated the erection of a monument to a general born in

Essex County, who had distinguished himself in the War of the Rebellion. I began my address by saying "That is right! We should commemorate the noble deeds of brave men, but surely the lives of noble women deserve memorial monuments, too. A gracious woman came with me to this meeting. She was born in this county, and she did more for her native county, her state, her country, and the world, than any man ever born in Essex County. Erect the monument to the general, but do not forget Anne Page."

Miss Page has already a most appropriate monument in the form of a kindergarten building at Wellesley College. It is the gift of one of her most grateful students, and is named the "Anne L. Page Memorial." It is dedicated to the illustration and interpretation of the philosophy of the kindergarten, and stands very appropriately near the entrance to the college grounds.

The erection of this kindergarten building in connection with one of the leading colleges of the world for the higher training of womanhood, marks an epoch in the history of education. It is a recognition of the value of the kindergarten. Given as a loving and reverent tribute to the work of one woman, it will aid in kindling, beautifying and dignifying the lives of many women.

Two years before she died she said to an old friend, "We are going on through temporary old age to our eternal youth" Six months before she died, she said, "I am just waiting to go home"

Miss Larcom's verses about Miss Page's mother apply with perfect appropriateness to Miss Page herself

The dawn-like sunset of her age
In gentle thoughts and deeds she spent,
What life can show a whiter page,
A lovelier picture of content?

From the full garden of her heart
She scattered blossoms everywhere,
Receiving only to impart,
No joy was sweet she could not share

RUTH BURRITT,
THE CENTENNIAL KINDERGARTNER

1832-1921

BY NINA C VANDEWALKER

MISS BURRITT'S service to the cause of kindergarten education in the United States was of unusual significance because of the propitious occasion upon which the service was rendered. At the time of the Philadelphia Exposition, popularly termed "the Centennial," the kindergarten was still very new in the United States. It had become favorably known in several cities—in Boston through Miss Peabody and Madame Kriege, in New York through Madame Kraus-Boelte, in St. Louis through Miss Blow and Dr. Harris, in Milwaukee through Dr. and Mrs. Hailmann, in California through Miss Marwedel, and in a few other places. The general public, however, had little knowledge of the aims and methods of the new institution, and the exposition gave them the first opportunity to see a kindergarten in operation. The interest shown

in it exceeded all expectations. According to reports, "thousands thronged to see the new educational departure and remained hours afterwards to ask questions." The "Philadelphia Ledger" reported that "not only was the alcove for visitors crowded but every door and window was filled with beaming faces."

The knowledge of the kindergarten thus gained during the six months that the exposition was open was evidently carried to all parts of the country. An estimate made in 1880—four years after the exposition—showed kindergartens to have been organized in thirty states, and the number of these to have increased from less than one hundred before the exposition to four hundred in the four years following. There were many influences that contributed to this increase, but the first-hand knowledge of the new institution gained at Philadelphia was without doubt the largest factor. The exposition, in fact, marked an epoch in the progress of the kindergarten movement.

And what of the woman whose demonstration was so largely responsible for these gratifying results? Very little is known of Miss Burritt's early life except that she had been a very successful primary teacher in Wisconsin for several

years According to her own story, as told many years later, she gave up teaching in 1872, intending to take up some other line of work In Appleton, Wisconsin, however, she chanced upon a group of children playing with kindergarten playthings, and followed them to the kindergarten which they attended It was in the Appleton Collegiate Institute, a private institution founded by Mr Anson Ballard, an enthusiast in education, and developed on the lines of Pestalozzi and Froebel The kindergartner who had been engaged when the institution was opened, a year or two before, was Miss Mary Frazer MacDonald, a brilliant young Scotch woman who had been trained in Germany At the time of Miss Burritt's visit, however, Miss MacDonald had resigned, and since the temporary substitute was not successful, Miss Burritt was offered the position, which she accepted In speaking of this part of her history, over forty years later she said

"I soon found that you could not run a kindergarten without training, arranged for a leave of absence, and started East to take a course in my new work "

Continuing her story, she said that the first true kindergarten she saw was a German kindergarten somewhere in New Jersey, but that her real in-

spiration came from a visit to Madame Kraus-Boelte. Her first training was taken with Mrs Ogden, in Columbus, Ohio. From there she went to Boston where Miss Peabody arranged for her to take some work with Miss Garland, who had taken over the work begun by Madame Kriege. Having secured this training, Miss Burritt returned to Appleton and resumed her work in the Appleton Collegiate Institute, of which Dr David Starr Jordan had become president. In reply to an inquiry concerning Miss Burritt, Dr Jordan spoke of her as "a bright, gracious young woman who had been placed in charge of the kindergarten work to succeed Miss MacDonald, and who left when the school was closed after a very successful year's work." He characterized her as "energetic, kindly, friendly, and well liked." The school closed at the end of the year 1873-74, however, for lack of funds, and Miss Burritt was invited to take charge of a school in Boston. She accepted the position and remained in it for two years.

There is no record of Miss Burritt's work in this position, but it must have been of a high order, since in 1876 she was selected by the Froebel Society of Boston to take charge of the kindergarten to be conducted at the approaching ex-

position in Philadelphia. The honor was a high one indeed, and it is not surprising that the choice should have been challenged. In telling of her experience Miss Burritt said that there was considerable rivalry between the different schools in those days, and the appointment of an unknown person to demonstrate the work at the Centennial aroused the opposition of the other schools. Her spirit was shown by her action. She said

‘When I learned of the opposition that had arisen, I sat down and wrote the Commissioner of Education, offering my resignation. I told him I would rather give way to some one else. I realized the responsibility of such a position, and would be only too glad to give way to some one better fitted for the place. The Commissioner’s reply was quick and emphatic. ‘Under the circumstances, you are the one for the place. You will stay where you are. That settles it.’”

The setting of the kindergarten, and the kindergarten itself were thus described in the “Philadelphia Ledger” while the Exposition was in process.

Among the interesting things to be seen at the great Exposition, not the least attractive to me has been the Centennial Kindergarten. Many pleasant hours have I spent there watching the little orphans for whom kindly

care has provided this beneficent training One morning late in the summer, I remember with special delight, I walked from the Art Gallery across the great lawn, brilliant with glowing flower beds, towards the Woman's Pavilion, at the right of which is its small "Annex" The sun was bright and hot on the lawn, but the Kindergarten Annex stands on a grassy terrace beneath the old trees of the Park, and there all was cool and shadowy As I drew near the building, I heard the sweet fresh voices of the children They had just marched in from their dressing room, led by their teacher, and stood in a circle singing their morning hymn The pretty kindergarten room was gay with blooming plants and the music of birds The little boys in blue dresses and snowy collars, the little girls in rose color with white aprons looked bright and lovely as the flowers on the lawn without, and the shadows of the trees, playing on the floor through the large open windows, gave coolness and freshness to the scene When the hymn was ended, little hands were folded and little heads bowed, as all said in unison with their teacher their short morning prayer Then singing a spirited air they began their march, moving with evolutions that imitated as their song described, the windings of a river Keeping time and step they move gaily along, till at last each of the little band stands facing its own miniature desk and tiny chair, and at the teacher's signal, takes its place to begin the work of the day

The foregoing was followed by a description of the exercises of the morning, consisting of a

period of hand work, a lunch period, a period of games and marching, a second period of hand work, and the closing exercises—too lengthy to quote. It was in this setting that Miss Burritt conducted the Centennial kindergarten and “made the very interesting explanations she was called upon to make of the method to the thousands who thronged to see the children work and play and remained for hours to ask questions and be instructed by the very successful kindergartner.” Since the kindergarten was still so new, it is of interest to know that the money to build the ‘Annex’ was contributed by a woman from Connecticut, the material by the Steiger Company of New York, the chairs and the beautiful inlaid tables by some one else, and the pictures, curtains, and other things needed, by still others. The children were from an orphan asylum, and ranged from three to seven years in age. In order to be sure of the children’s presence and their proper appearance, Miss Burritt found it necessary to live in the asylum with them, and by doing so she was enabled to effect many needed reforms in the children’s care and treatment.

The quality of Miss Burritt’s work with her orphaned children, and her lucid explanations of the principles upon which the work of the kinder-

garten is based made a deep impression upon the people of Philadelphia—those of the Society of Friends in particular, and when the exposition closed she was engaged by this organization to add a kindergarten to their cluster of guarded schools, at Eighteenth and Race streets. And then, according to Miss Peabody in the “Kindergarten Messenger” of 1877,

quite as naturally a class of ladies, mostly Friends, gathered to learn of her the truly divine art of *developing* children before they should be sent to a book school, in which she had proved herself an expert, as her daily discourses on the theory and *modus operandi* had proved her an adept in Froebel’s philosophy

Miss Peabody added that

it is a most important incident in the American history of this great reform in the methods of early education that the kindergarten system has been accepted by that part of the Church Universal which makes it a principle to give a “guarded education” to their youth, and who express by that very phrase Froebel’s meaning of the word kindergarten

The training school which was thus evolved was the first kindergarten training school to be opened in Philadelphia. At the close of its first year it graduated eleven young women. The

"Philadelphia Press" gave an interesting account of the graduating exercises. The purpose of these as stated by Miss Burritt was to show the hand work of the children, and to have explained through the graduates of the training class the philosophy of Friederich Froebel's system. Each essay, therefore, represented some phase of the Froebelian doctrine, and at the close, Miss Burritt herself gave a further explanation of the workings of the system.

The training school thus inaugurated, and known as the Centennial Kindergarten Training School of Philadelphia, continued in operation for several years, and its work was ranked by Miss Peabody as equal to that of the other leaders in the early years. Miss Peabody included it in the number in which she gave her own course of lectures, each year, on the moral and religious education of children. Among the graduates of the school were many who have had an active part in the progress of the kindergarten movement. Among the best-known of these were Mrs. Van Kirk, long a kindergarten training teacher in Philadelphia, Lelia E. Partridge, an educational writer, and Mrs. Eliza A. Blaker, president of Teachers' College, Indianapolis, Indiana. Mrs. Blaker described Miss Burritt as

being small in stature with dark hair and eyes, and very successful in her work, both with children and adults

Of Miss Burritt's life after she gave up her training work, sometime in the eighties, very little has been known until recently. This story of her part in the development of the kindergarten movement could not have been written, in fact, had not Miss Anna Irene Jenkins of Pasadena, California, discovered her in that city in 1912, and, sensing Miss Burritt's relation to the pioneer history of the kindergarten movement, secured from her important data concerning her life and work. These were given from memory only, as all her historical data had been destroyed in her many movings. During the years that she had been lost to the knowledge of her former associates she had married, but the marriage had, apparently, been an unhappy one. She had, therefore, been divorced and resumed her maiden name, but retained the title of "Mrs." It was not long after this that she was stricken with asthma, and went to California in the effort to recover her health. The ten or more years that she had already spent in California when Miss Jenkins found her had not contributed materially to that result however, and she remained an invalid to the end.

MISS JENKINS's story of her first meeting with Mrs Burritt is best told in her own words

It was during the summer of 1912 that I first saw Mrs Burritt entering the room of a friend of mine in Pasadena, a wee bit lady in quaint old fashioned gown, a short full shoulder cape, a tiny black bonnet standing erect upon her snow white hair, a roomy basket on her arm, and owning a pair of bright eyes which fairly pierced the very soul of me! Introductions following, she promptly demanded, "Who trained you?" "Stella McCarty and Eliza A Blaker," I replied Like a flash came the return "Why, you're my granddaughter then!" Eliza Cooper Blaker is one of my girls!" With that came a catechism not soon forgotten, for it had been years since she had talked with a Kindergarten and though self banished, she suddenly found herself hungry for news, while I was put upon my mettle to render a good accounting of stewardship for the present day kindergartners Realizing that ours was a work decidedly in the making, and that pioneer autobiography would shortly be impossible, I invited her to have tea with me a few days later when with pad and pencil in hand the catechism was reversed

The facts secured as the result of this catechism are those referred to in this chapter as her own story

Miss Jenkins said further that she called to see Mrs Burritt occasionally after this visit, but that

the kindergarten legislative campaign (that for the enactment of the mandatory-on-petition law) in which she was then engaged, was too strenuous to enable her to do so frequently. She said that some months later Mrs. Burritt had a fall in which she broke her hip, and since the break refused to heal she was never able to walk again. As time passed, another infirmity came upon her—the loss of sight. Miss Jenkins tells of calling upon her in a sanatorium at Glendale in 1920 after this had happened, and finding her very much depressed—feeling, in fact, that her life had been a failure. How Miss Jenkins helped to bring her out of her dark mood and to see her life in its relation to educational progress has been told by Miss Jenkins herself. She says

Then, because she could not see, I put into the touch of my hands and into my voice all of the sympathy and understanding I could muster, while I told her how wrong she was. Beginning with my own errand that day in Glendale, I pictured the opportunities for service which constantly came to me as I lectured here and there. I told her of the kindergarten children, of the young kindergartners whom I could help to find themselves, and every word of every lecture, and every child whose life I touched, and every girl I strengthened for service was Ruth Rose Burritt speaking and living anew. And I was only *one of her granddaughters*! I recalled

the radiating influence of Eliza A. Blaker with her great School at Indianapolis, and reminded her of those other "daughters" of hers gone to the four quarters of the globe—of whom she had spoken with such assurance in 1912, that the touch of inspiration Ruth Rose Burritt had held out was an unquenchable torch, and it would go on kindling other torches to eternity. Nor did I cease and leave her till she bore again the look of the Ruth Burritt I had met in 1912—alert and keen.

Mrs. Burritt's end came in Glendale, in April, 1921, soon after she had passed her eighty-ninth birthday. At Pasadena she was given a burial service such as was due to one of her worth and accomplishments. At the simple service there were ten kindergartners present, representing Mrs. Blaker's graduates, the local kindergarten organizations, the International Kindergarten Union, and the National Education Association. The card attached to the flowers which covered her as a blanket contained these words:

In grateful appreciation of this friend of little children whose loving pioneering for the kindergarten prepared a warm welcome for us who have come after.

CAROLINE T HAVEN

1847-1912

BY FELIX ADLER

A FINE personality ever defies analysis. It leaves an integral impression on the minds of others which a recital of its constituent elements fails to explain. Nevertheless, there are usually certain outstanding qualities that serve as aids to memory, as pegs whereon to hang the recollection of our association with the person, and of the joys and benefits we owe to that association.

My association with Miss Haven extended over a period of several decades, and I will try to set down here a few of the characteristics which left the deepest mark upon my mind. Of these the most conspicuous were her sanity, her extremely disinterested devotion to the cause of human progress by means of education, and, if I may use the word in the broadest sense, her piety.

The kindergarten of which she was for many years the principal was established in the year

1877—the first free kindergarten in the city of New York. Connected with it from the first was a normal department for the training of kindergartners. The mystical element in Froebel's teaching was still at that time predominant in the methods used by his followers. There was a certain orthodoxy, a clinging to the letter of the master's doctrine, a somewhat blind cult which failed to distinguish between the true metal and the dross. Miss Haven's sanity was shown in the shrewdness and clearness with which she achieved the necessary distinction. Her mind was lucid, transparent, averse to everything that savored of vagueness and nebulosity. She loved the children in so far as she was a faithful disciple of Froebel. He answered the promptings of her own heart yearnings. But she was resolved to be of actual use to the little human beings entrusted to her care—first by providing for them a sunny atmosphere, a real garden in which the human plants might happily expand, and from which all that was distressful and evil in human experience might be excluded, a sunny plot on which none of the shadows of adult life should fall. Next, she selected from the gifts and occupations those which would actually stimulate the mental development of the children,

and those which might assist in developing their social feelings

The same attitude she impressed upon the young women whom she trained for the profession of kindergartening, and for them in particular the example of her constant devotion, combined with her New England honesty and uprightness, was precious. She is remembered by them, and well deserves to be

Her disinterestedness was shown notably in money matters. We were not able, in the early days of our institution, to offer her the salary to which she was entitled. But she never asked for an increase, and it was only in a chance way that I learned of the tempting offers that were from time to time made to her by other schools. She never even intimated that she had received such offers. She was loyal to the Ethical Culture School, as she said, because of the humanitarian principles on which it was founded, and pecuniary considerations had no influence upon her.

When I undertake to say a few words about Miss Haven's piety, I am concerned to convey the right meaning. Piety is the gift and the aliment of a certain faith, and this faith may express itself under different forms, or without form, by sweet intuition. Especially, I think, it consists

in the acceptance of the hard knocks one gets in life—the contrarieties, the vicissitudes, and at last even poignant physical suffering—without any attempt to understand the why and wherefore, since the capacity of the human understanding is strictly limited, and to find rest and to gain tranquillity in doing the duty nearest at hand. The faith which this involves is faith that the moral and spiritual order may be trusted to justify itself without the plea of a human advocate, to do the duty nearest at hand even when there is little to be done, except to lie still on one's couch of pain, to keep the shadow as far as possible from falling on other lives, and perhaps to give wise counsel now and then to visiting friends. This was certainly Miss Haven's way in the last months of her earthly existence. Her aspect was benign and consoling, and of the cruel disease which attacked her she was, in a fine sense, not the victim but the conqueror.

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A LOVING APPRECIATION

BY HORTENSE ORCUTT

THERE is no profession that so feeds and determines the mind and spirit of youth as that of teacher, and of all teachers there is none whose influence is more direct than that of the kindergarten training teacher. This fact is shown by the very terms we use to designate a kindergartner "one of Miss Wheelock's girls," "one of Mrs Putnam's girls." It is as one of Miss Haven's girls that I am writing. Girlhood passes into womanhood and the sense of spiritual daughterhood does not pass. Rather it grows richer and deepens as life takes on more and richer meaning, and the woman becomes capable of a fuller interpretation of the noble teaching given to the girl, becomes more completely aware that "A spirit communicated is a perpetual possession," that work like Miss Haven's passed beyond instruction to the plane of art, it was herself and what was best in herself that she communicated.

Sweetness, sanity, balance, power, a quiet dig-

nity and composure, born of a living trust in the conquering power of Righteousness and Truth—these she affirmed in her character, these she taught

That only he who is still learning can teach, was part also of her active creed, and was answerable for that openness of mind, that steady growth of thought, that constantly broadening vision, of which one always became especially aware upon returning to Miss Haven after long absence. She allowed always a great freedom of personal opinion, respecting all such as were sincere, and so taught her girls to hold a difference of opinion without animosity and with respect for an opponent.

Often it has seemed to me as if the way Miss Haven did her work expressed her in a very deep and complete sense, impelling all who came under her influence to follow its method, to seek its source of inspiration. She had learned that lesson from Nature which Matthew Arnold prayed to learn when he sang:

One lesson, Nature, let me learn of thee,
One lesson which in every wind is blown;
One lesson of two duties kept at one
Though the loud world proclaim their enmity.



CAROLINE T HAVEN

Of toil unsevered from tranquillity,
Of labor, that in lasting fruit outgrows
Far noisier schemes, accomplished in repose
Too great for haste, too high for rivalry

She was fortunate in being for twenty-eight years a part of a great ethical movement and of a school which was the living expression of that movement, which affirmed the truths by which she lived. The Ethical Culture School was equally fortunate, in having at the head of its Training Department one who so transcendently interpreted its spirit to the hundreds of young women who came under her influence.

Her native state was Massachusetts, and what we mean, in the finest and best sense, by "the New England temperament and character" was always hers. Of the narrowness of the Puritan nature she had none, the depth and earnestness of that nature was her birthright, and she was natively at home in an atmosphere of plain living and high thinking.

Through her work for the International Kindergarten Union Miss Haven's influence was carried from Maine to Georgia, from Massachusetts to California, and across the seas to England, Germany, and China. In this wider service, as

well as in the more intimate work of the training teacher, the strength and nobility and sincerity of her character carried their message

Over Miss Haven's desk, in her office at the Ethical Culture School, hangs the illuminated card which her hands placed there, and it reads

To keep my health,
To do my work,
To live to see it grow and gain and give.

The health of body was gone in her last years, but the health of mind and spirit remained until the end, until the end she held the controlling lines of her great work. She lived to see it grow and gain and give, and we like to believe that she knows now that beyond the growing and gaining and giving that the mental eye could see, there is growing and gaining and giving of the spirit that shall pass her work on to the children of men eternally

THE LIFE-STORY OF CAROLINE T HAVEN¹

IN the eastern part of Massachusetts, not far from the city of Worcester, surrounded by green trees and open country, lies the small New England town of Northboro. The quiet of the street is disturbed by little traffic, and the sound of the builder's hammer is seldom heard. Elm-trees, a century old, meet in an arch over the main thoroughfare. The houses are simple and plain in outline, and, for the most part, are painted white with green blinds. Near the center of the village, situated on the green, above the common level, stands the old village church, also simple in outline, painted white, and with a single spire, like a finger, pointing skyward.

In this village—in its unpretentious, quiet atmosphere and its absolutely plain surroundings—Miss Haven was born and her body now rests. It pleases my fancy to think that Miss Haven's

¹ Materials for this sketch were furnished by Ella C Elder and Mrs Mina C Hillis, supplemented by excerpts from the tributes paid Miss Haven at the memorial services held October 22, 1923, at the Ethical Culture School.

personality and character were not unlike her native village. She, too, was simple, and plain, and quiet, but, like this old New England town, she possessed a poise, a dignity, and a self-respect that impressed all who came in contact with her. Hers was not the turbulent, emotional nature of the sea, nor the rugged nature of the mountains, but rather the smiling composure and strength of the green fields and the open country, and in her heart there was a holy place, not unlike that old church building, standing on the green, high above the common level.

Miss Haven received her training as a teacher in the Framingham Normal School, Massachusetts. After her graduation she began her teaching career in the Boston public schools. She became interested in the kindergarten—the new movement in education—and joined the training-class of Mrs. Ella Snelling Hatch. Here she had the benefit of lectures to kindergartners given at that period by Miss Elizabeth Peabody to the training schools in Boston. Miss Peabody had a keen interest in the work of Mrs. Hatch, whom she considered specially fitted to represent the spirit and method of Froebel.

Miss Haven's first kindergarten position was in Florence, Massachusetts, where she was assistant

in a kindergarten founded by Mr Samuel Hill, a wealthy manufacturer of that village Miss Peabody had given an address in Florence, on one of her evangelistic trips, and Mr Hill had been convinced that the kindergarten was a prime means of community uplift

In 1880, Miss Haven became director of the kindergarten, which was a large one, employing several assistants She was fortunate, inasmuch as there were no firmly fixed traditions to overcome and she had the cordial confidence and co-operation of Mr Hill and the trustees in developing her ideals In the days when kindergartens were often housed in church basements or other unsuitable places, the Florence kindergarten, with its large building designed especially for that use, with ample grounds, trees, shrubbery, and flower-garden, was unique, and attracted many visitors who were interested in what was still regarded as somewhat of an experiment in education They must have gone away favorably impressed with the pervading spirit, the happy, systematic activity The Florence kindergarten is still maintained by Mr Hill's endowment It has blessed the lives of many children and has been a valuable social factor in neighborhood life

Miss Haven never did anything half-heartedly.

She was discriminating in her choice of causes, but, having given her allegiance to any cause or the advocacy of any subject, she gave to it her best thought and effort. To assume responsibility was to carry it through, no matter at what personal sacrifice. A striking illustration of this characteristic occurred during her last year in Florence. Her mother died, after a very distressing illness, the day before the Christmas exercises in the kindergarten. Everything was in readiness and one of the assistants was prepared to take Miss Haven's place in conducting the exercises. To the surprise of her assistants, however, she came quietly in, and in spite of their plea that she spare herself so great a strain, she carried through the program with an equanimity and serenity which touched the hearts of her co-workers.

Soon after the death of her mother, Miss Haven resigned her position in Florence, and in the September following she took up the work in the Ethical Culture School, to which she devoted herself, with ever-increasing ability and efficiency, to the end of her life. "Faithful unto death" it may truly be said of her.

She was a pioneer in the kindergarten movement, a sincere student of all that its founder had evolved, yet the theory, methods, and materials of

Froebel did not blind her to the needs of the American child as she studied him in his present environment. As, each morning, she sat in the circle, with her large and varied group of children, she saw what doubtless Froebel would have seen had he been there. She dared to accept the truths set forth in his "Education of Man" and "Mother Play" and to apply them as she felt he would have done. She was then called radical. We now honor her as a progressive leader of her day. Bruce Barton, in an interview with John R. Mott, quotes the latter as defining vision thus: "The capacity to see what others do not see, to see farther than they see, and to see before they see."

Miss Haven had vision, not only in her interpretation of child-nature and application of Froebelian principles to kindergarten methods and materials, but also in her relation to her normal students. She had the wonderful gift of seeing in her students possibilities of which they, themselves, were often unconscious. More than one of the kindergarten leaders of to-day owes her first impetus to the kindly and discriminating encouragement of this great teacher.

In all her relationships she builded on success. Her criticisms were constructive. During the years I knew her, in the many intimate conversa-

tions we had, I can recall no words of censure or blame ever spoken of either students, co-workers, or contemporary leaders. It was rather her aim to understand truly their point of view, accept it as theirs, and, however it might differ from her own, respect it and work heartily toward some harmonious end, looking beyond minor differences.

She knew how to put first things first, both in the formation of her judgments and in the carrying out of the day's program, having the keenest sense of order as to time and place. She taught that whatever was worth doing at all was worth doing well, and I can still hear the enthusiastic tone with which she praised this or that feature of a child's or student's work. Such commendation was never fictitious, for perhaps more than any other outstanding characteristic in Miss Haven's long career as a teacher, was her unfailing sense of justice, upon which every student felt she could always depend—as, also, upon her loyalty. She kept closely in touch with her graduates and never spared time or trouble to be helpful.

As I look back, it seems to me that the key-note of her life-philosophy was sounded each morning, as she seated herself among the children. One child was selected to place a gray or a yellow

circle on the picture calendar, and then, all together, they slowly and reverently repeated the words, "Each day is a fresh beginning, each morn is the world made new"

I am sure that I am one of many whose day has often since been steadied and cheered by the recollection of those words, and the optimism they voiced

Miss Koehler, a graduate of the class of 1895, paid this tribute to Miss Haven at the memorial service

From the oldest graduate to the youngest, we all pay loving tribute to Miss Haven, for she was a woman of rare ability. A thorough student herself she kept abreast of all that was progressive. It seemed to us that there was no subject in her own work or allied to her work, which she had not thoroughly investigated, and of which she had not made herself master. This vast fund of knowledge she had so well tabulated and ordered that any part of it was ready to serve her at a moment's notice. She so often reminded us that it was not the knowledge which we stuffed *en masse* into our minds that educated us, but rather that which we used in some way and so made it a part of ourselves.

Many a girl who entered upon the kindergarten course of training with the idea that it would furnish her with a comfortable, easy way of earning her living, came through that course with several new ideas taking the place of the old one, namely that education is a continu-

ous struggle for mastery, that it is immoral to rest idly in routine work, and that growth is as necessary to the teacher as to the pupil

Miss Haven so often cautioned us against resting in a ready-made outline of work "Don't," she used to say, "defend your line of procedure by saying, 'Well, Miss Haven did so' For in six months' time I may have found something better and so be doing something radically different" Be open-minded, investigate, study, think, then act, was the oft-repeated counsel If the other members of the department were here and could speak for themselves, many would testify with me that they never knew how to study until they entered Miss Haven's classes

But wonderful as Miss Haven was on her academic side, it was her character and personality, after all, which influenced us most Her insistence that punctuality, perseverance, order, neatness, honesty in work as well as in word, are habits which lie at the foundation of successful work, made every member of her classes feel the practice of these homely virtues obligatory And how successfully she led us to love our work, to feel our duty, to be loyal to it and bring to it our very best! She firmly believed with the poet,—

This is my work, my blessing, not my doom
I am the one by whom
This work can best be done

Miss Haven was one of the founders of the International Kindergarten Union, and was always an active and loyal member She was the

first corresponding secretary and served on many important committees, including the Committee of Nineteen. Her calm judgment, her grasp of the kindergarten situation, and her open-mindedness contributed much to the discussions of the committee and to the value of its publications.

From 1899 to 1901 Miss Haven served the International Kindergarten Union as president. She was an able presiding officer and efficient organizer of the affairs of the union. Her gracious manner and generous consideration of varying points of view were important factors in bringing added harmony to the union and a stronger influence for working together toward the common end.

For twenty-eight years Miss Haven worked in the Ethical Culture School in New York. During that long period of service more than five hundred young women came under her influence and hundreds of children learned from her their first life lessons. In speaking of this loyal service one of her colleagues applies to her Lowell's beautiful lines on Washington:

The longer on this earth we live,
And weigh the various qualities of men .
The more we feel the high stern-featured beauty

Of plain devotedness to duty,
Steadfast and still, nor paid with mortal praise,
But finding amplest recompense
For life's ungarlanded expense

MIDDLE-WESTERN GROUP

WILLIAM TORREY HARRIS

1835-1909

BY HARRIET NIEL

WILLIAM TORREY HARRIS was a New Englander born and bred, whose forefathers had been leaders since Thomas Harris sailed with Roger Williams from England, in 1630, and helped establish the settlement of Providence, Rhode Island. He received his preparatory education at various private academies, among them Woodstock, Connecticut, and Phillips Academy, Andover. He entered Yale with the class of 1858 and mastered the course of study there in two years.

He had accepted the lessons of authority and made more or less intelligent attempts to apply them until his sixteenth year. Then, he says

I began to read with avidity a class of literature whose chief interest to me was its protest against some phase of authority. There were geological books revising the current interpretation of the Book of Genesis, astronomi-

cal books, a rising tide of books on mesmerism, spiritualism, socialism, and all manner of reforms I felt the exhilaration of the reformer, who sees the evils of the past and knows the true remedy

For five years he pursued this path of vigorous protest, and then a mental reaction set in, when he "began to realize that the negative independence of the spirit of protest is only a half freedom and in this respect not entitled to its assumption of superiority over blind obedience to authority" He therefore began a process of constructive thinking and sought out the master thinkers who had led the world in that great enterprise—for Dr Harris knew his Greece in poetry, prose, in art, and philosophy

"The Divine Comedy," was at first to him "dumb show, covered with dogmatic inscriptions", but later became "the most eloquent exposition of human freedom and divine grace" He found Dante's representations deeper than their allegorical form and "full of more profound reasoning than is contained in many treatises on philosophy "

Through the Bhagavadgita, he obtained a practical insight into the spirit of India

Carlyle was a stimulating influence, especially through his "Frederick the Great" "The French

Revolution," Dr Harris thought the greatest epic since Homer's "Iliad "

An essay by Theodore Parker, on German Literature, awakened Dr Harris to the study of philosophy He resolved to gain a knowledge of Kant, Fichte, Schelling, and Hegel "The Philosophy of History," Dr Harris declared with enthusiasm, "comes nearer being a Theodicy, a justification of Providence, than any other work I know "

When studying astronomy he constructed a telescope and by its aid learned the constellations and lore of the sky He learned shorthand with only the aid of a text-book He was a member of the Philharmonic Society, and played several musical instruments He had a vital appreciation of architecture, sculpture, painting, music, poetry, as well as of physics and mathematics, and used his knowledge for the introduction of the masters of the world into the school curriculum

Dr Harris moved from Connecticut to St Louis about 1857 In the West, he found the spirit of the people to be active and constructive

His friend Dr Snider says

St Louis was at this time the centre of a very significant Philosophic movement like that in Concord Dr,

Harris became the voice of that movement through his journal of Speculative Philosophy, his many essays and addresses, all reinforced by his winning personality. As Superintendent of Public Schools he made an epoch in education not only locally but throughout the nation. He wrought with equal power on both theoretical and practical lines, as is indicated by a glance at his bibliography which includes four hundred and seventy-nine separate titles covering all the important questions discussed in the educational world in half a century. Moreover, he roused and kept active the community's interest in his work, which embraced the entire St. Louis movement, including not only Philosophy, but also Art and Literature. He held easily the cultural primacy of St. Louis. More than any other man or institution he dominated the intellectual character of the city. His influence was central and radiated through the whole community.

Dr Snider continues

With Dr Harris, I was closely associated all this time and had my first and only personal experience of the colossal working power resident in one mere man. I estimate he had at his disposal three times the labor-fund that I owned and he was able to summon it all in an emergency. A dumb-bell which I could hardly lift, he could thrust out straight from his chest. I heard a palmist once say to him "You ought to enter the prize ring. I would wager that with a month's training you could knock out Mike McCoole,"—an eminent Irish pugilist of those days.

If it is unexpected to come upon Dr Harris as an athlete (though he was of heroic build), it is none the less so to see him as a man of wrath, but Dr Snider had seen him when "he began to get white about the lips, which I knew of old to be his native war paint "

In addition to degrees from various other American universities, Dr Harris received from Yale that of A M , and from Princeton that of LL D From France he received the honorary title of Officer of the Academy, from Italy that of Commander of the Order of St Maurice and Lazarus, from the celebrated University of Jena that of Ph D His achievements and credentials as thinker and leader qualified him for the task he set himself as upholder of education for the young child Miss Cynthia P Dozier, Pioneer Supervisor of Public Kindergartens in St Louis, says of Dr Harris :

His philosophic bent was of immense advantage to the Kindergarten movement He communicated his enthusiasm and drew many friends to the Cause He was a gifted diplomat and never was diplomacy more severely taxed than in those initial years of the Kindergarten in the Public Schools As supervisor, I had to make monthly reports and recommendations to the Teachers' Committee. Dr. Harris was always present.

There was often a strong pull against his standards by men whose sole thought was to keep the support of their political constituency, but he upheld his points by masterly strokes of diplomacy. There were times when the danger of defeat of the whole Kindergarten idea was imminent, and the work survived only because of the skill and prestige of the Superintendent.

Dr. Harris had a genius for organization, was an inspiring critic whose criticism gave such a vision of great things, of universals, that one was stimulated and educated. Without being unkind, he thoroughly enjoyed a good story of human failings, and it was well that he could see the comic side of what might easily have become tragic during those critical years.

What Dr. Harris had done for the kindergarten in St. Louis, he extended nationally, as Commissioner of Education in Washington. Here is an example of his view of education.

We must study education in view of the entire life of man, and never forget that our work with the children is to fit them for manhood and womanhood. It is not our object to prolong childhood forever, but on the other hand, we wish to prevent too rapid transitions from one stage of development to another. We do not wish to see a hot-house system of education forcing the growth of our human plants for the world market.

First and foremost, the teacher has before him the question of branches of learning to be selected. These must be discovered by looking at the grown men in

civilization rather than at the child. The child first shows what he is truly and internally when he becomes a grown man.

The child is the acorn. The acorn reveals what it is in the oak only after a thousand years. So man shows not in the cradle, but in the great world of human history and literature and science, what he is. We do not begin therefore with child study in our school education. But, after finding the great branches of human learning, we must discover which of his interests are already on the true road toward human greatness and which conflict with the highest aims.

All these are matters of child study, but they all presuppose the first knowledge, namely, the knowledge of the doings of mature humanity.

There can be no step made in rational child study, without keeping in view constantly these questions.

The Kindergarten is exactly adapted to the training, by mild means, of the child of great directive power into a healthful interest in his civilization.

Other provinces of school education prepare for civilization each in its own way, and every teacher or director of schools needs to consider often what is civilization and in what way the school is serving its interest.

Civilization, in short, should give man command of the earth and likewise command of the experience of the entire race.

The high civilization leads its people toward intelligence and virtue. It puts under nurture the weaklings of society, but does *not* trust them with the management of the State.

The Kindergarten does well, when it teaches the gifts and occupations, for it deals with the world of means and instrumentalities, and helps the child to the conquest of nature

It does better with the plays and games, because these are thoroughly humane in their nature and offer the child, in a symbolic form, the treasures of experience of the race in solving the problems of life. They make children wise without the conceit of wisdom, and there is no philosophy for the young woman like that Froebel has put into his work "Mother Plays and Games with the Children."

Thus the games, music, stories, pictures, by their appeal to feeling and imagination, lead toward Art and the Humanities

The selected playthings are the elementary forms by which nature builds, transforms and multiplies its varied products, the typical forms back of Art. These playthings likewise invite the child to try his own skill in experiment and achievement, invite to mental mastery of the concrete through the simple certitudes inherent in fundamental form and number and thus open the door of science, while the hand work opens a corresponding door to the human industries

Intelligent conservatism is founded on appreciation of the treasures of past progress and the faith that these treasures contribute to the progress of the future

Miss Blow's much-discussed curriculum was an embodiment of the spiral conception of education fostered by Dr. Harris. It was a project having

inward coherence and the ascending quality of growth. By first intention and in balanced measure it sought that nature and human effort and achievement should bring their salient richness to child-nurture. It was built upon the belief that there are a few immutables in nature, in mind, in progress—constants from which spring the multitudes—and offer mastery over the many. It believed that these immutables are self-related in art, science, civilization. Its faith was large that "great truths may enter in at lowly doors," and students in earlier days saw that faith substantiated, saw young children rise from their chairs while puzzling out and asking for harder and harder questions in form, size, and number—children to whom fractions were a delight in connection with advanced gift work, joy in mathematics in school life, and fantasy, design, originality in work with geometric forms of expanding significance—a rare beholding indeed! That plan, too, included the great festivals sentineling the year. After the manner of wise men, it brought the beauty of art and the wonders of science to lay at the feet of the young child.

This curriculum awakened many a spirited antithesis of comment. To those who advocated it, the attempt to round the year was something of

warm human meaning, for they had seen the leaders in personal contact with children and been convinced by the antiphony between a wise and sympathetic grown-up and the eager little truth-seekers she faced

Dr Snider had been asked by Miss Blow, at the close of one of his general Greek lectures, to take a class of advanced kindergartners in Sophocles. An invitation followed to dine at her home the same evening, that the plan might be further discussed. That informal dinner was the beginning of an interest in kindergarten which lasted with Dr Snider for more than forty years. He writes

After this course in the Greek dramatist Sophocles, the stalwart Kindergartners took a far flung journey through the remote and difficult Greek historians, Herodotus and Thucydides, a climax in classical adventure, as no university in the land had then attempted any like historical course

And to-day Thucydides rises as the primordial prophet of the recent great European disaster

The study of the Greek historians was the culmination of Greek renaissance in St. Louis, but, to quote Dr Snider further,

My best and most enduring acquisition during these years I deem to be communion with a new spirit in human life, especially as regards education. I came to know the Kindergartners, a unique body of people aflame with zeal and sacrifice for a noble cause. I felt deeply their example and its inspiration. The best of them showed the supernal spirit of service to an idea which transfigured their lives and even their looks.

Modern missionaries they were on their own soil—wherein I responded strongly to their unspoken but soul compelling appeal. I, getting gray and bald, squatted on the floor and played with the little children, I crouched down into their wee narrow chairs, at their low tables, trying to be one of them in sport and in spirit, or I joined hands with them and danced round the circle, not merely for pleasure but for my spirit's sustentation. It was a great new experience, my dulled life's daily renewal, from the fresh fountains of first existence, bubbling out of those young hearts, a baptism, which I, the solitary, much introverted student, sorely needed. It helped to keep me human and more of it would not have hurt me.

I believe the St. Louis Kindergarten spirit was at its highest during this its early period, the primitive purity of the cause had not yet been tainted by success, by fame, by partisan and personal ambition with its bitter antagonisms. I saw and felt the work when it was still small but all the more consecrated, in that state it engrafted upon my very existence, its abiding worth and its ideal devotion.

Such was the fresh baptism of spirit which the St.

Louis group of Kindergartners gave back to me in some hidden response to my instruction

They brought to their calling a consecration which no money, no salary, no fame could possibly procure or pay for,—but might destroy So deeply was I impressed with their missionary spirit that I began to reconstruct an old Greek legend, that of Iphigenia, in order to embody their deed and its godlikeness in poetic form. This grew to be my book, "Agamemnon's Daughter "

This sketch of Dr Harris with his circle and its radial influence, gives some indication of the atmosphere and altitude in which the St Louis kindergarten was born It was characterized by superlative leadership Its especial guide, philosopher, and friend was Miss Susan Blow, whose brilliant intellect, high culture, and womanly sympathy would have made her a person of distinction in any community In addition to her native gifts, Miss Blow brought to the young cause the prestige of a high social position and the leisure which an independent fortune made possible It was wonderful to be audience in the presence of two such great thinkers as Dr Harris and Miss Blow, in one's own field of endeavor, to listen, even from the vestibule of their thought, to two in whom philosophy was never becalmed but a very moving, living, growing

building energy It was usually Miss Blow who lassoed a thought from out the horizon of a subject and brought the catch to Dr Harris for appraisal Then he would shut his eyes for concentration, and measure it up for confirmation or rejection

But before any conclusion was reached, the two minds traveled with that idea, thinking in terms of generations, and flashed back and forth, from stellar spaces, thoughts of art, literature, history, life, man's immortality, responsibility, destiny, education, religion, God'

That the kindergarten was brought to this high court for repeated discussion is evidenced by the whole-hearted support Dr Harris gave it in its earliest struggling years He knew the implications of the plan—and it is in implications rather than applications that childhood yields its fuller meaning Education proceeds not alone through use and wont, through adaptability and social efficiency, but pinnacles, in the release and daring of man's Mount Everest, powers which emerge in play—the child and parent of freedom

Dr Harris's foresight, as to the merit of the kindergarten was justified by each of the successive seven years in which Miss Blow freely and wisely tested the philosophy, in observation, prac-

tice, and experiment The plan was lighted by philosophy and carried on in a scientific spirit of willingness to have the work confirmed or condemned at the bar of practical daily testing with children.

It was guided by the authority of insight—not by the dogmas of petty officialdom It was weighed in the balance by fine minds able to discern the kinship between the valor of that single combat in the nursery, whereby the young child acquires and expends his vivid sense of personality, and that after conflict in which the adult devotes his achieved personality to a combination with his fellows, and so upholds and advances man's great work of civilization

And what of the practical outcome in the lives of little children? It is hard, with a hesitant pen, to recapture the living spirit of those kindergarten days Especially, though, there was one unique woman, a pioneer collaborator who should be mentioned Mrs Hubbard was no philosopher but an intuitive artist in her work with children

She could, with lightest touch, reach the heart of childhood, where the transforming takes place in play—where the child strips off his own little being and puts on that of bird, of butterfly,

or of little mother While Mrs Hubbard was not equally successful with young women who were fortunate enough to be assigned to her kindergarten, they were in turn disarmed of self-consciousness by the children It was impossible, being young, to see little ones so convincingly self-changed and not, in some grown-up measure, recapture "those affections which are yet the fountain light of all our day, are yet a Master light of all our seeing"

Mrs Hubbard thought naturally in parables, and, with the child quality of her mind, easily, with the touch and let-go of indirection, swung into the stream of symbolic play which carried everything before it, so free and yet so compelling was that parable-playing Although Mrs Hubbard herself could give no verbal account of her influence, Miss Blow was too discerning and intrepid a thinker not to realize its spiritual kinship with fundamental child-nature and child-nurture. Her face was radiant in the presence of Mrs. Hubbard's kindergarten children at play

Never, I think, in any educational plan, was Wisdom more justified of her children No joy in work has yet risen to its level, no attempt matched the concordance between the wisdom of that leadership and the zeal for child-nurture

which it evoked in young women. The influence of those years threw a Correggio light on childhood, met the Madonna element in young womanhood, and opened the doors on a world made progressively significant and beautiful, through study of the humanities.

Every task of every day was a fresh delight; the study of the classics, which often capped the days after four o'clock and the weeks on Saturday mornings, never seemed irrelevant to the work with the children or remote from the life of the student, though alien in form, so vivid and truly modern were the lessons in meaning. The joyful self-expression of symbolic play on the part of the children and young women was Greek in its freedom. It came near being a case of the "Indescribable here it is done," because a great woman-soul led the work upward and on.

Under the guidance of Dr. Harris and of Miss Blow—for their achievement is inseparable—the kindergarten entered the field of education with high banners flying. The little child was at the fore, a new morning of endeavor had dawned in the school-room, and with it a new zest for work with morning lives. This onset, beginning with nurture of childhood, led, for young womanhood, to climbing the heights where

fountains of living waters uprise That the marvels of education inhere in its seed forms, is wonderful but not incredible in an age which has grasped the relation between cosmos and corpuscle

No great educational reform can be wrought either without emotion or with emotion as the sole leavening factor The unique thing in the beginnings in St. Louis was the master relation between the wisdom and knowledge of the leaders, on the one hand, and the appeal to the need of young womanhood and of childhood on the other It was a summit enterprise

No woman, having had it, can fail in gratitude or forego the heritage of high personal contacts, when the world for her was young and her life-work still in the making

They who led so dauntlessly through the early dangers, have gone on Miss Blow, in her fine tribute to Dr. Harris, closes by saying when she saw him last before his great farewell

The power, the grace, the beauty of eternity were visibly present in him and I knew less that he must soon die, than that already he was forever alive.

SUSAN ELIZABETH BLOW

1843-1916

BY LAURA FISHER

PART I

SUSAN ELIZABETH BLOW was born in St Louis, Missouri, on June 7, 1843. Her father, Henry Taylor Blow, went to St Louis from Virginia, as a lad, and graduated from the St Louis University with distinction. He then began life as a clerk in the employ of Joseph Charless & Son, wholesale druggists. Later he became a member of the firm, and the business was carried on by him and the son under the name of Charless and Blow.

After leaving the drug business, in 1844, Mr Blow was for many years largely interested in the manufacture of white lead. He was active not only in business but also in public affairs. He was always a leading citizen of his city and state, and a true patriot.

In 1861, he was appointed United States Min-

ister to Venezuela, but returned in less than a year, on account of our Civil War. Later, he was elected a member of Congress, and in 1869 was appointed Minister to Brazil, by President Grant. He remained in Brazil until 1871. Upon his return to the United States he resumed his business activities. In 1874, he was appointed one of the Commissioners of the District of Columbia, from which position he withdrew in 1875. Mr. Blow died in September, 1876.

I give this short sketch of the life and career of Miss Blow's father in order to make somewhat clear the background to her life and career. She possessed every advantage that culture, position, and wealth could bestow. She traveled far, and in many lands, and met many citizens of many countries. These privileges enriched her life and opened to her experiences that comparatively few young persons are granted. Her childhood and early life were spent in St. Louis or in Carondelet, a suburb of St. Louis, where she lived in a home made helpful and beautiful in every way that culture and ample means could command, and set in the midst of a garden which she early learned to love.

Miss Blow's parents were deeply religious, and religion exercised the most potent influence upon

her own life. It is impossible for any one to understand her or her work who fails to realize that her thought and activity, her personal and public life centered in her Christian faith. As a young woman, before and for some years after she devoted her time and strength so largely to the development of the kindergarten, she conducted a Sunday-school class for girls and women. Those who enjoyed the privilege of membership in this class would testify with one accord to the inspiring and stimulating influence she exercised. In many cases she not merely awakened consciousness of the Christian ideal, but stirred into life the desire for consecration to the service of God, through service to humanity.

Her teaching revealed profound and searching study of the Bible, and clarified to herself the faith she hoped to kindle in others. By means of careful study of theology and the history of religion, she gradually became aware of the need of reconciling her personal interpretation of her faith with the teachings of her church. She gradually grew conscious of limitations and contradictions of which she had been unaware. Brought up in strict accordance with the dogmas and practice of Presbyterianism, and possessing

and often tortured by a super-sensitive conscience, she never wholly shook off their effects

Like many another deeply thoughtful person, she could not logically hold the tenets taught her in the years of childhood, and yet felt strongly the ties that bound her to her inherited faith. Under the liberalizing influence of science and philosophy, and realizing the contradictions between her conviction and the faith she had outgrown, Miss Blow, in middle life and after long questioning and intellectual wrestling, relinquished her membership in the Presbyterian Church and was confirmed in the Episcopal Church. In the greater freedom and larger hope of the latter she found peace.

In 1872, having some knowledge of kindergarten methods as practised in Germany, and desirous of establishing the kindergarten in St. Louis, Miss Blow consulted Dr. William T. Harris, then Superintendent of Schools, in regard to the possibility of conducting an experiment in that direction. Dr. Harris, ever ready to make way for improvement and progress in education, supported her suggestion, and with the approval of the school board agreed that after a year of study of the kindergarten, on the part of Miss

Blow, the experiment should be made. Thereupon, she went to New York to take the training with Miss Boelte (afterward Madame Kraus-Boelte), and in the autumn of 1873 the first public kindergarten was established in the Des Peres School in Carondelet, where Miss Blow then resided. She was assisted by Miss Mary Timberlake, who had been teaching in the primary grade and had no knowledge of the kindergarten and therefore had to be trained in its theory and practice, but who possessed the courage and will of the pioneer. The members of the first kindergarten training class were Miss Sally Shawk and Miss Cynthia P. Dozier, the latter well known to kindergartners in St. Louis and New York. The opening of the public kindergarten was epoch-making. It was the first great and permanent step in the establishment of the kindergarten as an integral part of the school system.

In 1874, the training school was regularly established. It was largely composed of young women who came for the sake of the training Miss Blow offered, without any idea of making the kindergarten a permanent vocation. Most of them, however, found great satisfaction in the

study, and joy in its practice with the children, and continued in its pioneer work

After Miss Blow took up her residence in St Louis, the training classes were held in the Eads Kindergarten, of which Mrs Clara Beeson Hubbard was director. Soon, graduate classes were added to the training school. The course of study was naturally extended and included advanced work in mother-play, kindergarten gifts and occupations, kindergarten program, songs and games, and great literature. There was as yet no published translation of Froebel's "Mother Play," and Miss Blow, together with one of the kindergartners, translated from the German, from week to week, the songs and mottoes for the small class which met at her house. The unrhymed translations were then made into verse (such as it was') by the members, one of whom had a good deal of ability in that direction. The German text was used for several years in the undergraduate and graduate classes, and it was only after Miss Jarvis's translation was published that the "Mother Play" songs and games were developed and set to other music by Mrs Hubbard, who dramatized them, in large measure, by getting free suggestions from the children in her

kindergarten Froebel's developing method was her guide, as it was Miss Blow's in other aspects of kindergarten practice

The classes in literature included, successively, study of Greek tragedies, the Iliad, the Odyssey, Herodotus, Shakspeare's dramas, Dante, Faust, the philosophy of history, and psychology Miss Blow conducted many of them, preparatory to further study with Mr Denton J Snider and Dr William T Harris

Mrs Hubbard's kindergarten became the meeting-place for graduate classes on Saturday morning from nine o'clock until twelve The classes were also attended by many women who were not kindergartners They came for the help and inspiration Miss Blow's interpretation of Froebel's "Mother Play" gave to them as women and mothers, and for the uplifting power of literature and philosophy

The morning was divided between kindergarten subjects and subjects bearing on general culture, but always some time was given to playing games and singing songs, with Mrs Hubbard as leader and the other kindergartners lusty and happy children They were, during these great years, the merriest and happiest group of young women in the world. Neither rain nor snow, heat nor

cold, nor distance could keep them at home. Street-car strikes and blizzards had no terrors, and nothing but the doctor's orders could enforce absence. Advanced study for general culture was always emphasized by Miss Blow, because she knew that students, in order to be good kindergartners and good mothers, must have their intellectual horizon widened, their power strengthened, their grasp on human development and universal problems deepened, and their insight clarified. Every study led back to underlying principles, nothing was left "hanging in the air" of personal feeling, opinion, or prejudice. When anything of the sort prevailed, it was due to individual limitations and not to careless, sketchy, superficial presentation.

The success of the kindergarten movement was not achieved easily, but was won by constant struggle. There were obstacles of all kinds, great opposition from many quarters, intelligent and unintelligent questioning from near and far—for there were those who came from afar to study and to observe. Ridicule had to be borne, misrepresentation accepted where ignorance often ruled. But the spirit that animated Miss Blow was truly that of the pioneer and she communicated that spirit to the young women who worked with her.

She was their standard-bearer. They followed where she led, because she enlightened and inspired. And they were convinced that they were helpers in the transformation of the early education of the child from externally imposed knowledge and rules to inner development and ideals. She often quoted personally to those in trouble the words of Thomas à Kempis: "God sends occasions of contest to bless us with opportunities of victory."

Those same words might well be applied to Miss Blow's unselfish service to education. It is well known that she gave herself, her time, and of her means to the work in St. Louis. Her radiant personality, her superb vitality, her gay spirits made her presence felt wherever she went, and her steadfastness of purpose, her humility and generosity were unsurpassed. Her tastes were very simple. When she was young, her finely chiseled face, with eyes that shone like stars, was beautiful to look upon. For herself, she asked only that she might do her duty toward those who were her own, and serve humanity according to her strength and power. Hers was a life of consecration, from youth until the end.

In 1884 Miss Blow withdrew from the St.



SUSAN ELIZABETH BLOW

Louis kindergartens, and in 1888 she removed to Boston, where she remained for some years. For nearly ten long years she was handicapped by ill-health and was obliged to withdraw from all practical work. Some of these were years of great suffering, spent in semi-solitude but never in idleness. She was always an omnivorous reader and when her own eyes gave out, she was read to for hours daily. The same broad interests characterized these years of limited strength. She kept thoroughly abreast of the thought of the times, in the newer philosophy, theology, science, psychology, and education, and retained equally intimate acquaintance with the poetry, drama, and fiction of the day. Her patient and heroic spirit, cooperating with the skill and wisdom of her untiring physician, Dr. James Jackson Putnam, conquered disease and built her a new body. To Dr. William T. Harris, who from the beginning of her work opened up a new world of thought and always stimulated and encouraged her intellectually, and to Dr. Putnam, who made possible the renewal of health, Miss Blow paid the deepest gratitude throughout her long life.

This account of Miss Blow's personality is offered to the young kindergartners in the hope that

the story of a heroic and consecrated life may encourage them when difficulty assails, when hardship depresses, and when illness lays them low, and that they, too, may, by the help of a person greater always than her achievements, call into the service of the ideal that unconquerable will by which victory is won

PART II

It is not possible to give any adequate statement of Miss Blow's contribution to kindergarten education. That she was Froebel's greatest interpreter is universally granted, and that she expanded and demonstrated his ideas in new ways is well known. Her first book, "Symbolic Education," published in 1894, strikes the keynote of his method and gives the clue to some of his fundamental principles¹

In 1895 Miss Blow gave her first public lecture in Boston. The subject of this lecture was the mother-play entitled "All Gone." From that time on, for many years, she traveled from city to city, east and west, lecturing and conducting

¹ Her other published books are "Letters to a Mother," "The Mottoes and Commentaries of Froebel's Mother Play," "Educational Issues in the Kindergarten," "Songs and Music of Froebel's Mother Play," "The Kindergarten"

study classes on kindergarten subjects and on literature, psychology, theology, religion, and current problems. Her classes in literature ranged from the consideration of nursery rhymes and tales, myths, and legends, to the study of the Bible, Homer, Dante, Shakspeare, and Goethe's "Faust." The various courses given in all the subjects offered, constituted a liberal education for the women who chose to avail themselves of the privilege of attending them.

In her explanation of Froebel certain outstanding principles are recurrently emphasized. Of these only a few can be touched upon and none fully developed here.

Froebel's chief idea, to her mind, is the *Ghed-ganzes* (member-whole). On this his philosophy of education rests. "It is the conscious standard by which the goal of education may be determined, the several educational values appraised, and the psychical capacities and attitudes interpreted." She claims for the conception of the *Ghed-ganzes* that "it embodies final truth which may be dialectically demonstrated." By this she implies not that it leaves nothing new to be discovered, but that "all new discoveries will make explicit some of its yet undefined implications." "The doctrine of the *Ghed-ganzes* is a statement

of the necessary implications of a completely realized thinking activity ”

To state this somewhat differently according to Froebel, the idea that man is a whole and also member of a larger whole, the realization of which is his goal, is the basis of the philosophy of education and the root and aim of educational method. In self-activity completely realized in a completely self-conscious being, lies the key to education. The individual must rise from incomplete and imperfect self-activity and self-consciousness, to ever-ascending forms and degrees of both. He must throw off the limitations which hamper his development and realize increasingly within himself that ideal, total humanity of which he is a member. Through participation in the achievement of the race, he overcomes his individual limitations and rises above his actual self into the realization of his ideal self. To repeat, this completely realized self-activity or self-consciousness is the basis and the goal of education. It is the explanation and the goal of the world in which man lives—that “divine event towards which creation moves ”

In nature, and in the unfolding process of self-consciousness in humanity, lies the justification of Froebel's symbolism in the gifts and also

in the songs and games of the kindergarten By way, first of analogy, the child in his make-believe play represents one object by another By some selected tie, the child unites the represented with the representing object In this analogizing activity, Froebel grounds, and upon it he builds, many of his games and exercises A higher form of symbolism governs the plays in which ethical ideals are presented to the child and through which, by indirect suggestion, games are developed which emphasize and present "the rational human type or generic spirit in which all individuals participate" It must be evident that here again the idea of the *Gliedganzes* is the basis of plays in which the child represents the ideals striving for realization in the relationships and institutions of human society, of which he is a member

A third form of symbolism in the kindergarten is illustrated in the presentation of typical objects, typical deeds, typical experiences, typical songs, games, and stories, and, according to Miss Blow, most of the symbolism of the kindergarten takes the form of typical representation Every fact, as we know, is partial and defective, and in some ways differs from every other fact of the same class or kind Under them all is something

they have in common which unites them and binds them into a class. That which constitutes the connecting tie is that which is typical of all. The typical fact is inclusive, complete. It not only suggests one phase of an experience, one particular object of a kind, one special individual, but suggests and embodies the universal behind the particular, the principle which the particular illustrates, the ideal toward which the particular points, the whole of which the particular is a manifestation.

To free the child, within the realm of knowledge and action which is legitimate and necessary to him as a child, from the cramping, defective and misleading influence of the limited and particular fact, Miss Blow contends that Froebel associates the particular with the typical, presents the typical as the inclusive ideal, and by gentle suggestion stimulates the child to seek those *generative processes* that lie behind all particular facts and are the source from which they take their rise. "Ever before them *should* march the mighty ideal," to be sought and found in objects, deeds and experiences.

The next thought to which I would draw attention deals with the Froebelian method and its connection with his idea of the *Ghedqanzen*. If

completely realized self-activity is the goal of education, there must be a process through which incomplete self-activity realizes this goal. To abet this process is clearly the duty of education, and it must govern the method of education. Froebel calls the method, as he applies it, the *genetic-developing* method, and his general formula is "Do this and observe what follows in this particular case from thy action, and to what knowledge it leads thee." The first step in the method, then, is the deed, the second step, observation of the deed, the third step, to make clear to yourself the nature of your deed, its significance and consequences, its implications and relations. Every reader of Froebel is familiar with his statement "To become conscious is the first task in the life of the child, as it is the task of the whole life of man." That is, self-consciousness is the starting-point, the process, and the goal of education.

Miss Blow explained that while the starting-point of education is the deed, Froebel is not guilty of the folly of believing that it makes no difference what the child does, on the contrary, it is the aim of the kindergarten to lead the child to do "the kind of deeds from which educative results follow", hence, children are to be edu-

cated "through incitement of selected forms of self-expression" This does not mean that these selected forms of self-expression should be *imposed externally*, rather, that "by indirect suggestion, by appeal to sympathy and imagination" the child should be incited to forms of self-expression that have moral and intellectual value Those at all familiar with Miss Blow's presentation and application of the genetic-developing method, as illustrated in her outline of a kindergarten program (an outline, by the way, which embodies suggestions not of one mind alone, nor of Miss Blow alone, but from many kindergartners, out of their experience and their invention) will remember how often she used the expression "expert reaction" That was the clue to the thought of "selected forms of self-expression" and governed every exercise of every kind

Space precludes a further consideration of Miss Blow's exposition of Froebel The one essentially controversial book she wrote is "Educational Issues in the Kindergarten" It must suffice merely to say in passing that she presents and discusses various kinds of programs, points out the basic ideas governing each kind, and explains their limitations and defects

It is interesting to consider the related educa-

tional movements initiated by the kindergarten under her influence—namely, home-visiting, mothers' meetings, excursions, nature work, the use of collateral materials, home work, gardens, etc

In this very inadequate presentation, one final word about her cannot be left unsaid. During the last four or five years most of her time was spent in New York, where she was connected with the Graduate Department of the New York Kindergarten Association. Her lectures and classes covered a wide field of study. Some of the subjects have been enumerated elsewhere. To her classes the association admitted women freely, and hundreds of kindergartners came under her influence in various ways. The last winter, it was made evident that her physical strength was hardly equal to the great burden of work she had been urged to assume. However, in spite of a struggle with great sorrow and impaired health, she conducted her classes with the same devotion and the same inspirational power that had marked her work through forty years. Her last lecture was given on Monday, February 14, 1916. The subject was Dante's "Paradiso," and it was the last lecture but one that she was to give on that subject, in it she explained the *Primum Mobile*

Two days after, when the final lecture was due, she was too ill to deliver it and it had to be read to the class by proxy. It was as if she had begun her own ascent to the empyrean, there in due course to take her place in the White Rose of Paradise.

Miss Blow's favorite secular poem was Goethe's "Faust." The struggle of the intellect out of doubt of its own validity, its power to know truth, the purifying of the emotions from passion, the conquest of sin and error and selfishness through service to the great world of which the individual is a member, and by means of which the will achieves true freedom—all this appealed to her most powerfully. She said frequently that she would rather have written the closing lines of "Faust" than any other secular poetry with which she was acquainted.

To her, Divine Grace, that attribute in the nature of God by which He in His perfection stoops that He may lift the imperfect into the image of His own perfection, that nurturing, loving attitude which waits patiently and deals tenderly with the erring, was symbolized in the *Ewig-Weibliche*, of which the closing lines sing: Therefore, with the Chorus Mysticus, her favorite

lines, I close these fragmentary reminiscences of
a great soul

Alles Vergangliche
Ist nur ein Gleichniss,
Das Unzulängliche,
Hier wird's Ereigniss,
Das Unbeschreibliche,
Hier ist es gethan,
Das Ewig-Weibliche
Zieht uns hinan

[All things transitory
But as symbols are sent
Earth's insufficiency
Here grows to Event
The Indescribable
Here it is done
The Woman-Soul leadeth us
Upward and on']

ALICE H PUTNAM

1841-1919

BY BERTHA PAYNE NEWELL

ALICE HARVEY WHITING was born in Chicago, January 18, 1841, and throughout her long life her heart and her activities were centered in that city. She watched its growth from a little village, until she saw it become a mighty giant of a city sprawling over the prairie, and building for itself foothold where she had seen the waves rolling beyond sandy beaches.

Nor was it as an onlooker that she measured its growth. From the beginning, Chicago had a nucleus in a group of people of culture whose standards in matters of civics as in matters of taste were high, and who aspired to the best for the young city. After Miss Whiting's marriage to Mr. Joseph Robey Putnam, she and her husband became active members of this group.

Kindergartners think of Mrs. Putnam as one of the pioneers in their profession. She was known in her own city as an educator in the larg-

est sense of the word She was a leader in the Chicago Woman's Club, an organization that has been identified with nearly every civic and social advance in the city She valued highly the opportunity the club gave her of meeting women of varied interests, and of gaining an insight into fields of child education other than that in which she was engaged

In her youth Mrs Putnam possessed a beautiful soprano voice, and throughout her long life she took a keen interest in the musical development of Chicago She was one of the ardent supporters of the Children's Classes of William L Tomlins, as he opened the way for more singing and better singing for children She followed the musical education of Eleanor Smith, and watched eagerly the installation of the Music School in Hull House under that gifted musician She secured Miss Smith for the instruction of her own normal kindergarten classes when, on her return from years of study abroad, she demonstrated the cultivation of a great gift in composing for and teaching children

With the establishment of the University of Chicago, another source of keen intellectual pleasure was opened to her Characteristically, she at once sought to bring the groups of teachers and

club women into contact with scholars of the University group. How well I remember watching her sensitive, mobile face as she listened in those early days to Dr John Dewey! She grasped instantly the educational implications of his psychology—at that time the new psychology. I remember her independence of thought and how vigorously she reacted to whatever seemed to her contradictory to experience. Because an idea was new prejudiced her neither to accept nor to reject it.

The Chicago Kindergarten Club, founded under the leadership of Mrs Putnam and Miss Elizabeth Harrison, was active for years as a kind of "continuation school" for young graduates. Mrs Putnam's interest in the kindergarten began when her first child was small. She had read of Elizabeth Peabody's work in the East, and eagerly sought to use Froebel's methods in the training of her little girl. She formed a study group among her circle of friends and then went to Columbus, Ohio, to study under Mrs Ogden, taking her eldest child with her.

Mrs Ogden later came to Chicago to conduct a class in kindergarten principles and methods which she persuaded Mrs Putnam to continue when she, herself, returned to Columbus. This

was the beginning of the training school which Mrs Putnam carried on from 1880 to 1910 under the name of The Chicago Froebel Association. Under the stimulus of her enthusiasm a group of outstanding women became supporters of the Association, being responsible for the maintenance of free kindergartens, at first in connection with church missions.

These kindergartens were naturally the practice ground for the young students. Private kindergartens, too, sprang up, some independently, others in connection with the private schools. Interest became wide-spread. Students flocked to the lecture room, the course expanded, other teachers were needed to lift some of the burden of management and teaching from the shoulders of the founder.

Before this greater growth, and at all times, Mrs Putnam sought training wherever she could get it. She spent one season with Miss Blow in St. Louis, and another with Madame Kraus-Boelte in New York. She had an especial admiration for the teaching art of the latter, and she regarded the former as one of the most brilliant philosophic thinkers of her day. She claimed neither, however, exclusively as guide in her own practice. That was not possible to a woman

of her original thought and mature experience. Always on the alert, always a seeker, humble as a little child when in the attitude of a learner, she was never a copyist and could scarcely be called a disciple. Every statement, every judgment heard, had to be passed through the alembic of her own reason and tested by her own experience before she adopted it—much less passed it on to another in the class room.

It was in one of these adventures after truth that she formed the lifelong friendship with Colonel Francis W. Parker. Having read of the "Quincy Method" and knowing that Colonel Parker conducted a summer school at Martha's Vineyard, Mrs. Putnam enrolled herself, one summer, in that school. She came away with a new vision of the meaning of Froebel's doctrines of freedom, creative work, education for and through social living, and in knowledge of and companionship with Nature. She realized then more fully that these principles of education which Froebel demonstrated in the plays and materials of the kindergarten could be the dominating principles of public school teaching for all ages.

When a principal was being sought for the Cook County Normal School (at that time on the

southern border of Chicago), Mrs Putnam was influential in the appointment of Colonel Parker. Her family found a home in Englewood, where the three girls might attend the grades and high-school department of the normal school, and soon Mrs Putnam was teaching in a kindergarten in the building, and giving instruction in kindergarten theory and practice to the regular Normal classes. During these years many teachers and parents who were interested in following the progress of the "New Education" attended the normal-school faculty meetings carried on by the brilliant group of devoted teachers that Colonel Parker had drawn together. Mrs Putnam will always be inseparably associated with this group, who gave to their calling such missionary zeal that it may truly be said that the great renaissance in teaching, in the Middle West, was born in the old brick building, out of the heart of Francis W Parker.

The old school had its battles to fight with politicians, and with school men jealous of the old traditions and ready to crucify him who should disturb one of their revered idols. In these battles Mrs Putnam took a firm stand. Colonel Parker was a kind critic of the kindergarten and an enthusiastic supporter of its prin-

ciples He regarded Froebel as the greatest apostle of true education, and the kindergarten as the essential first step of a school which should be an outworking of its principles From his report of the Cook County Normal School in 1888 we read

The most important far-reaching educational reform of the nineteenth century is the kindergarten Hitherto, the application of the principles discovered by Froebel has been left to private generosity Mrs Alice H Putnam, superintendent of the Chicago Froebel Kindergarten Association, has taught the principles of the kindergarten to successive training classes of this school, and illustrated them in an excellent kindergarten, for five and a half years, without receiving a cent of the county's money Her work has been simply invaluable to the teachers of Cook County In twenty years the kindergarten will become a part of and the essential basis of the common school system of this country St Louis, Philadelphia, and Boston have already begun this grand work Thousands of trained kindergartners will be needed It is high time to prepare for this child saving work

In 1886 Mrs Putnam relinquished actual teaching in the normal-school kindergarten, and made the writer director, saying, "I am giving you this kindergarten which is very dear to me"

She visited it often, always on the days with the normal classes, giving kind criticism and help

While Mrs Putnam was teaching her bi-weekly class at the normal school, she was continuing full management of and doing the major part of the teaching in her own training school for kindergartners in the Chicago Froebel Kindergarten Association. The belief had been growing for some time that an entering wedge must be made to introduce the kindergarten as a part of the Chicago public schools. The beginning was made in 1886, when the first kindergarten was opened under the auspices of the association in the Brennan School in the Stockyards neighborhood. Miss Elsie Payne (now Mrs Herbert Adams of Dubuque, Iowa), one of the graduates of the association, was in charge, and the writer was proud to be her "paid assistant."

How intensely interested Mrs Putnam was in the experiment! Many times she took hours from her busy life to make the long trip down the "Archey Road" in slow street cars, in order to visit and advise the young teachers when, because of illness, Miss Payne was unable to be at her post of duty.

From this beginning, the superintendent of

schools was willing to give the use of other school rooms where there was one not needed for the primary children. Before long three other schools boasted kindergartens, in which two kindergartners were paid by the Froebel Association, the supervision was given by Mrs Putnam, and the pupil teachers from the association were furnished opportunities for supervised practice teaching. From this time on, the number of kindergartens increased steadily, some being under the care of the Chicago Free Kindergarten Association, some under the Chicago Kindergarten College, manned by the graduates of these schools and under their supervision so far as the character of the teaching was concerned. So the wedge was driven deeper into the school system, until in 1899 kindergartens were admitted as an integral part of the Chicago public schools.

It is significant that when the kindergarten was making its way through misconceptions, when the teaching profession distrusted principles of play and freedom, when it was feared that these principles, demonstrated within the walls so long dedicated to study, might unduly soften the régime of the school, when some thought it was even a revolutionary force, the thinkers among the public-school principals were its advocates. To these

more progressive school men and women, Mrs Putnam's dignified personality and sound sense were in themselves the best arguments for the movement of which she was the acknowledged head. They felt that a movement that claimed the devotion of a woman of her caliber, deserved at least a trial.

Mrs Putnam's classes were held for many years in the down-town district. The old New Church Building on East Van Buren Street housed them for a period of years. In 1894 the writer was assisting her in these classes and at the same time teaching the kindergarten at Hull House. A new Children's House was in process of construction there, which was to contain ample space in its four stories for clubs, classes, a day nursery, kindergartens, and, at the top, a music room and a painter's studio. One day Miss Jane Addams, after estimating the cost of operating and maintaining so large a building without endowment, said to me, "I wonder if Mrs Putnam would not use our rooms for her training classes."

To our great delight, this proposition met with Mrs Putnam's approval, and, at a considerable sacrifice of her own time and ease, she made the long and tiresome trip from her home (which was now in Kenwood) to the West Side. For seven

years Hull House was the home of the training-school, during which time reciprocal advantages were enjoyed by the house and the school. We encouraged our senior students to lead children's clubs or to assist in whatever way they could that would give them contact with the children above kindergarten age.

Mrs. Putnam was deeply sympathetic with the aims of Hull House, and followed each new development with interest. Miss Jane Addams wrote thus of her:

My vivid impression of Mrs. Putnam, during the many years when I saw her almost daily, is that of absolute devotion to children, and of unfailing interest in their affairs. Although at that time she had largely to do with the training of adults, she was unaffectedly absorbed in what the children about her were doing and the line of development which their spontaneous activities suggested. She eagerly sought for information and "color" in regard to the background and parentage of our immigrant children, and she constantly insisted that, in the Babel of tongues and diverse nationalities which the Hull House neighborhood represented, the little child of each group afforded a normal and natural point of departure for the solution of the immigrant problem. She always insisted that, though we had twenty-six nationalities in our kindergarten, all the little children were surprisingly like those in the other groups with which she came in contact.

Several years ago, when I visited Dr Montessori's school in Rome and saw the tall figure of the founder, standing absolutely absorbed in the activities of the children, I was instantly reminded of Mrs Putnam and her concentrated interest in our little neighbors in that early practice kindergarten

Mrs Putnam's service in training kindergarten teachers extended over many years, but she met each new class of young girls with unabated enthusiasm and with a belief in their possibilities that was at times so unshakable and tender as to be almost maternal

Mrs Putnam's teaching was best appreciated by the more mature minds among her students Her discursive style often carried her into waters too deep for the younger members of her classes Where the elder ones followed with the profoundest interest, the more immature were sometimes out of their depth She almost invariably brought them all to a common meeting-ground with a flash of rare common sense, with some practical assertion that gave them all a guiding line to proceed along until more light came

Running parallel to the vein of philosophic discursiveness was a contrasting one of great simplicity, born of her extraordinary insight into the mind and heart of the little child, of her originality in suiting means to ends, and in the large freedom that she gave to experimental learning

A favorite aphorism with her was, "strength at the center, freedom at the circumference" She had the art of grounding her pupils in basic principles, and of giving them what Miss Blow calls "pattern experiences" in carrying out these principles This she followed by calling upon them to create their own forms to embody these principles

It would be idle to attempt to classify Mrs Putnam according to any school of kindergarten thought or practice Her outlook on life was of so wide a sweep, her grasp of the meaning of creative and perceptive processes in individual growth so many-sided and elastic, that she could march under the banner of neither a "radical" nor a "conservative" She resented being classified or bound by any tradition or cult in her professional life Her appreciation of Froebel's theory of correspondences was reinforced by that of Swedenborg's doctrine, but neither was held by her as a code by which to regulate the teaching of little children Rather, they were principles that illuminated life, through which she saw the world of common things spiritualized by the transforming power of imagination

In spite of her early immersion in the idealistic philosophy of Froebel, she was in all matters of

method a pragmatist. One of her favorite quotations from Froebel was, "Do this and see to what knowledge it leads thee." She used this saying in two situations most characteristic of her teaching method: first, in giving a direction, that her pupils might be led later to review and analyze the steps by which any given result was reached, and secondly, as a mere starting-point, from which the children were to work out freely their own ends by their own means.

Her belief in the Froebelian principle of balance was strong. She felt that free play, experiment, and invention held the largest place in any scheme of children's education, but that to children were due some of the "short cuts" (as Dr. John Dewey termed them) to the values won by experience of the elders. Balance—a principle of all construction, as of all art, and no less of all fine living—seemed to her one of the principles that should be illustrated to children over and over again, in varied forms of making and building, in games, poetry, and dances, in order that the feeling for the principle might become a part of the individual.

She kept in her normal classes a modicum of the formal occupations, that her pupils might realize the principles of contrast and balance that

Froebel sought to reveal to the child mind through the manual arts—kept them when she would scarcely recommend their use with children

Her belief in the principles of Froebel's method far exceeded her reliance on his modes of working them out. She told her students "I could have a kindergarten in a meadow with a group of children and only the flowers, grasses, earth, and my two hands. Let the children lead you, and you will not go far astray. Study them, and let their actions serve as your guide." Such was the spirit with which she imbued her pupils. The result was that she developed a resourcefulness in them that recommended itself to those outside this branch of the teaching profession.

Mrs. Putnam spared no pains to secure the best for her classes. Her eager, searching mind reached out after new ways of opening the world of science and art to them. She pioneered in many fields. In the early days, the theory and practice of the gifts and occupations, a study of Froebel's "Mother Play" and "The Education of Man," singing, and the playing of games constituted the backbone of the normal-class curriculum. On this slender structure she built, broadening and strengthening her course year by year. Drawing and color work, gymnastics, folk games,

stories and story-telling, psychology, history of education, elementary biology and nature study, theory and practice of elementary teaching—these and more, always under the direction of masters in their respective fields, supplemented and enriched her curriculum

Dr W D McClintock says of her

She applied to her field the power of a strong and ever-growing intelligence, and this at a time when her field was pretty well dominated by sentiment and emotionalism. It is indeed difficult to think of her in any professional or technical aspect, she was so human, so active and so volitional. There were in her certain child-like qualities—one would like to say certain boyish qualities—that made her at once a lovable friend and a sympathetic teacher. It was because she never lost these that she defended so loyally the needs and rights of the child. Her faith in life and the truth came out of her own fundamental mysticism, for with all her joyous humor and wholesome freedom from sentimentality, she was a mystic, a realistic mystic, deeply religious, reverent and tender, loving life and loving children, and seeing in them the syllables that spell eternity.

No account of Mrs Putnam's life would be adequate without mention of her gracious hospitality. Her home was always open to her friends, and her friends were many and of the most varied types. With her we may reverse the

line of Browning, making it read, "Where the brain lies, let the heart lie also" She drew to herself congenial spirits writers, artists, musicians, social workers, professional people of all sorts found a welcome in her home

Her companionship with her children and with their young friends was as natural and hearty as her more adult companionships The three daughters are all musicians, and with their musical friends they made many an evening a delight to their mother and her friends During a long period of years the Englewood house and later the home on Kenwood Avenue were the rallying-points for high-minded, merry-hearted groups of young people

Mrs Putnam remained in active control of the training school of the Chicago Froebel Association until 1910, with the able assistance of Miss Minnie Sheldon, now Mrs Herbert Vanzwoll, of Chicago Her vigor of mind never diminished; her enthusiasm never waned, her school flourished, and its influence was at its height when she decided that it would be best to transfer its management to younger hands She therefore made over its good-will to The Chicago Kindergarten Institute, which, under the leadership of



ALICE HARVEY PUTNAM

Mrs Mary Boomer Page, had been a sister institution of very similar aims and spirit

At the age of sixty-seven, Mrs Putnam acceded to the earnest plea of her children that she give the remaining years of her life to them. She spent the time in the homes of her daughters, in New York and in Sewickley, Pennsylvania, with her son in New York State, and one year in Portland, Oregon, with the then unmarried daughter, Helen, who at that time was supervisor of art in the public schools of Portland

Her great delight was in the two little grandchildren, in the home of her son. Her letters written from this home exhibit the keenest interest in their development, and her intense pleasure in the singing of her daughter-in-law

The claim of her beloved native city was strong, and a few weeks before her death she was established in an apartment at the Hotel Plaza, with her daughter Helen as devoted companion. There she received many of her old friends, catching up dropped stitches in the fabric knitted in former days

Nor was this her only touch with the social life of her colleagues. In a wheeled chair she was able to go about, attending some of the meet-

ings in which she had for so long played a leader's part. The Chicago Woman's Club meeting on the occasion of her visit became a spontaneous reception in her honor, and when she appeared at the Chicago Kindergarten Club, at its regular Saturday meeting, its orderly procedure was turned into an ovation. She even attended lectures at the University of Chicago, listening as intently and questioningly as always.

On January 19, 1919, Mrs. Putnam passed on, gently, peacefully, into a world of which she was as sure as of any earthly morrow. Her faith was in a continuance of work, on higher planes, and with clearer vision, and so we cannot say, as it is our wont to say of those at rest, "She sleeps." God grant that her faith and prayer have been fulfilled—that she works!

ANNA E BRYAN

1857-1901

BY PATTY SMITH HILL

I CAN well remember an article which appeared in the daily papers of Louisville, Kentucky, in September, 1887, announcing the opening of a training school for kindergarten teachers, to be conducted by Miss Anna E Bryan of Chicago, who was returning to her native city to start the new educational work. A number of friends, knowing my desire to do some sort of educational work with young children, cut the clipping from the paper and wrote or called me by telephone. At that time I did not know Miss Bryan, as she had been living in Chicago, where she took her training, received her first diploma, and won her first reputation as a kindergarten teacher.

Before the day passed I, with my mother, called upon Miss Bryan to inquire concerning the new type of education and the conditions for entrance to the school. I shall never forget my first impression of Miss Bryan, upon that occa-

sion Her youthful face and sparkling brown eyes were contradicted by a mass of waving, silvery hair, dressed high in a style that made her look more like a little French marquise of Marie Antoinette's court than a schoolmistress of the nineteenth century Her beauty, combined with charm of manner, genuine sweetness of disposition, and intellectual alertness, won hosts of friends not only personal but professional I was a young, impressionable girl, having been graduated the preceding June, and was on the lookout for some type of work which would make it possible for me to be associated with young children The kindergarten was a new movement in education and was known to me by name only, but the fact that it concerned itself with the child of pre-school age, had an appeal

At the close of the interview with Miss Bryan, an invitation was given to dinner in my home, as no move was made in the life-work of any one member of the family without appealing to the judgment of the whole Before the end of the evening there was no question in the minds of all those who had had the opportunity of meeting Miss Bryan that it was going to be a rare opportunity to place a member of the family in her care and training

Miss Bryan was born in Louisville, Kentucky, in July, 1857, received her education in the public schools of Louisville, and graduated from the local high school. She went to Chicago to visit a cousin and, hearing of the new movement in kindergarten education, she entered one of the early classes in that city, graduating with honor. She was immediately placed in charge of a model kindergarten in connection with the training class. Her training was poor, even for that day, and it is difficult to account for the immediate ability which Miss Bryan demonstrated in the new field. She had not had extraordinary educational opportunity, for few young women in that day had the good fortune to attend college. The originality she manifested can be accounted for more in terms of native ability than in terms of opportunity, education, or training.

On one side of the house Miss Bryan was descended from a fine Irish family, her mother, on the contrary, was of French descent. This combination of racial strains produced a personality of rare charm and unusual ability. From her father she inherited a poetic and mystic vein, which was immediately appealed to by the idealistic philosophy of Froebel, from her mother, the logical attitude of the French mind, which im-

mediately made her question much of the traditional work presented in the training schools of that day

When she left Chicago to bring the new education to her native city, she had charge of a kindergarten in the morning, and of a training class of five young women in the afternoon. She was in a position to begin what has since been called "experimental work," as her training school was new to the public in Louisville, who knew too little of the traditional procedure of the kindergarten to request her to conform to the historical background

In February, 1889, when she graduated her first class, we were immediately engaged to take charge of kindergartens under her supervision. From the very beginning, not only in the training classes but in her supervision, she set a standard for liberty of thought that has only recently been paralleled in present-day education. Each kindergarten was a laboratory in which the director was working out her individual convictions. The day for the supervisor's visit was eagerly anticipated; we gladly demonstrated for her criticism. All that had preceded was exhibited to her and eagerly discussed the moment the children had started on their way homeward. She gar-

nered wisdom from each school she supervised, and all her experiences were turned over to the whole group at the following teachers' meeting, which was so informally conducted that it was more like a family discussing the problems of the home than a teachers' meeting

Thus she united with us in building up not only a new practice but a theory growing out of practice While very faulty, as looked at from the more scientific point of view of the present day, her method was a deliberate though unaggressive break with the traditional practice of that time As I look back and try to explain what transpired during those six remarkable years of work in Louisville, when the first break was made with Froebelian thought and practice, I find it difficult to analyze the processes and results It was not so much what Miss Bryan thought and accomplished, as what she inspired every one under her teaching and supervision to think and accomplish At the time there were few opportunities offered kindergartners to study, and we had to struggle alone in our effort to improve kindergarten practice Few educators knew or cared anything about the kindergarten, but under Miss Bryan's supervision, we got started in Louisville so that, when leading educators did manifest an interest,

they found a small group of eager, open minds, reaching for opportunities to study and secure criticism

By 1891, Dr William Hailmann and Colonel Francis Parker had traveled to Louisville to investigate the reports of a reconstruction of kindergarten practice They gave hearty approval, encouragement, and criticism, insisting that the changes, crude as they were, must be written up and the gospel spread Accordingly, Miss Bryan appeared on the program of the N E A meeting in St Paul during the summer of 1890, illustrating her paper with practical demonstrations Through Colonel Parker the educational magazines of the day asked for monthly articles, with the result that a series was begun in 1890 and continued until 1893 in the "Kindergarten Magazine"

In 1893, Miss Bryan asked the Louisville board of trustees for a year's leave of absence for study and travel While not acknowledging it at the time, she felt that the Louisville work was on its feet and ready to go on without her, but she had so won the affection and respect of her co-workers, her trustees, and the citizens of Louisville, that an outright resignation would not have been accepted At the end of her Sabbatical year

she returned to explain the importance of spreading the new point of view. As the training school and the work in the kindergartens in Louisville were thriving, her request to be released seemed reasonable.

The trustees of the Louisville Training School realized the wisdom of establishing more progressive training schools, and accordingly allowed her to return to Chicago. Her resignation was accepted with regret, and she returned to her alma mater to introduce the new theory and methods as they had been worked out in Louisville. Her rare personality again won hosts of friends, and many who would not have followed a less magnetic leader rallied to her support in presenting the new work in the great city.

At about this time Dr. John Dewey, who had just left Ann Arbor to serve the School of Education in the University of Chicago, became acquainted with Miss Bryan. He at once saw the promise in her and her work, and not only cooperated with her in convincing the teachers of Chicago of the necessity for a reconstructed kindergarten, but opened an experimental kindergarten in his laboratory school, in affiliation with his work in the Department of Education. In his report on the experiment, printed in 1900,

Dr Dewey pays tribute to Miss Bryan as a co-worker. Unfortunately, it is almost the only printed record of her work. Her health failed rapidly and she died in February, 1901, just as her rare work was coming to recognition. She lived to see the results of her labor in the transformation of the kindergartens and training schools in Chicago and Louisville, and to-day the two largest and best-known university departments of kindergarten and primary education in the world are directed by two of her graduates.

Miss Bryan lives in the hearts of all who are so fortunate as to have been trained or supervised by her. As Dr Dewey remarked in a recent conversation with me, "Had she lived ten years longer, the education of young children would have progressed much more rapidly."

We who owe our start in education to her far-seeing wisdom and insight still look upon our daily work as a chance to carry forward and offer to others the opportunity and stimulus to growth and progress so generously bestowed on us in pioneer days.

ANNA OGDEN

1842-1908

BY STELLA LOUISE WOOD

ANNA OGDEN was trained under the direction of Miss Elizabeth Peabody, and as one of the pioneers of kindergarten training left her mark upon many students who afterward did notably fine work in the kindergarten profession. One of her graduates, Mrs Alice H Putnam, opened the first kindergarten training school in Chicago in 1876

When Dr John Ogden was made head of a small Methodist normal school in Worthington, Ohio, Mrs Ogden carried on a kindergarten training-class One of her students writes

I remember Mrs John Ogden as a little woman, wife of a great bearded giant whom we called "Professor John" She followed faithfully the old Froebelian schools of work She required dozens of weaving mats, dozens of cards of fine "pricking" and many other similar things that were then considered a necessary part of the training for kindergarten Compared with the broad courses given in these days, the training of a student in 1874 seems meager indeed With the small number in

her classes and the opportunity for individual contact, Mrs Ogden succeeded in arousing a fine spirit of enthusiasm I am sure we each and all felt the influence of her sincere and earnest effort to aid us in catching the vision of Froebel

About 1894, Dr and Mrs Ogden removed to Minneapolis, took an old-fashioned house with a large garden, and opened a kindergarten and training class Across the front of the house there stretched a sign, "The Elizabeth Peabody Kindergarten" Mrs Ogden's daughter, Mary Ogden Larimer, assisted her mother in the kindergarten most ably, she was a young woman of great artistic ability, broad culture, and keen vision In 1900, Dr and Mrs Ogden became members of the faculty of the Minneapolis Kindergarten Association Normal School, of which Miss Stella Wood was principal Dr Ogden taught classes in nature study, Mrs Ogden with great skill and infinite pains, carried on the classes in history of education The Ogdens brought with them the small group of young women taking the training with them at the time The connection continued for one year, although the Ogdens carried on their kindergarten considerably longer.

At the earnest request of their children, Dr.

and Mrs Ogden removed to Seattle, Washington, where a few years later Mrs Ogden died, and the death of Dr Ogden followed soon after

Mrs Ogden was a sincere and devoted worker in the kindergarten cause, in the pioneer days when workers were few She was earnest, devoted, sincere, and brought out the best in those closely connected with her Her ideals were high, her ability notable, and her work always permeated by a fine spirit of honor which impressed her students.

MRS. LUCRETIA WILLARD TREAT

1838-1904

BY CLARA WHEELER

LUCRETIA CAROLINE WILLARD was born in Medina, Ohio, July 1, 1838. Her only memory of her mother was of her death, which occurred when Lucretia was three years old. For ten years she was guided by the sympathetic counsel of a wise and loving father, but he, too, was taken. After her father's death, Lucretia and her brother made their home in Troy, New York, with their uncle John Willard, who was at that time head-master of the Troy Female Seminary. Madame Emma Willard, Lucretia's grandmother and the founder of the institution, also was living at the seminary at that time, and Lucretia's life there, in the intimate and affectionate companionship of this cultured woman, was colored by beautiful and wholesome experiences. The only sad note in the melody of her life at Troy was the death of her beloved brother at the early age of nineteen.

Following her graduation from Troy Seminary on June 30, 1858, Miss Willard taught history and literature at Jackson, Mississippi. Later, she accepted a position in the Terre Haute Female Seminary, which she held until her marriage to Mr Hobart P Treat, September 8, 1863.

The greater part of her married life was spent in the South and in St Louis, Missouri. The loss of her own children led Mrs Treat to work for other little ones, and she found in the kindergarten the life of service for the children of others.

Mrs Treat was graduated from the St Louis Public School Kindergarten Department October 14, 1879, and immediately was placed in charge of a public kindergarten. With characteristic purpose and earnestness she accepted any position in which she could be of service, regardless of remuneration, and later, when she was dependent entirely upon her own resources, she retained her kindergarten position in preference to a proffered government position which offered a much higher salary. Her explanation of her decision was, "I cannot afford, at any price, to spend my days counting stamps when I may be living with little children and working for human souls."

For six years Mrs. Treat remained in the kin-

dergartens of St. Louis, under the direction of Miss Susan E. Blow. She is especially remembered by her co-workers of this period as the director of the Bates Public School Kindergarten, where one hundred and fifty children were daily under her care and supervision. Children from homes of little care and children from no homes at all found in this kindergarten the motherly love and sympathetic understanding so much needed and so lacking in their little lives.

For some time after she left St. Louis, Mrs. Treat was engaged in work in Chicago, in the private school of her cousin, Miss Virginia Sayre. Later, she became director of the kindergarten department of the Loring School, and was also associated with Miss Elizabeth Harrison, in the establishment of the Chicago Kindergarten College. She devoted six years of her time and effort to work in that institution, during which time she endeared herself to many students.

It was during this period that she formed a lasting friendship with the Misses Hofer of Chicago. The personal influence of her life and the spirit of her deep interest in young womanhood are well expressed in the following tribute, written by Miss Amalie Hofer, in 1904:

Her generous good will and faith in any sincere project which might spring from the hearts of young women, was a great inspiration to us. To her we were always "the girls." During the past ten years, the group of those who are called "her girls" has expanded and increased, there are enough of us to join hands across the continent. Mrs. Treat embodied consistently the high humanitarian spirit of which Froebel has written so much, and many of us who have never met face to face were warm friends through the fellowships which she extended to us.

In the summer of 1891 Mrs. Treat directed a course of study for teachers and a kindergarten for children at Grand Rapids, Michigan, under the auspices of the Grand Rapids Kindergarten Association. So great was the interest aroused and so vital the service rendered that in September, the association proposed to Mrs. Treat the establishment of a kindergarten training school, a private kindergarten, a lecture class for teachers, and mothers' study courses for all interested in kindergarten principles and methods in the home. The offer was accepted, and, from 1891 until the close of her life in 1909, Mrs. Treat was connected with the Grand Rapids Kindergarten Training School, as principal of the school, instructor in various classes for teachers, supervisor

of private and mission kindergartens, and leader of the Froebel Mothers' Child Study Club. Students from north, south, east, and west studied under her instruction, and the rare privilege of coming into close touch with her inspiring, noble life was an uplift to the young womanhood gathered about her.

Through the generosity of the Grand Rapids Kindergarten Training School in granting time for public service, Mrs. Treat was shared with many other schools of kindergarten training. She assisted in the establishment of the kindergarten department of the Missionary Training School of Albany, New York, the Kindergarten Training School of Columbus, Ohio, and others in which her graduates were teachers. For twelve years a part of each summer was spent in the direction of the kindergarten department of the Summer Assembly at Bay View, Michigan. From all parts of the United States came calls for lectures at educational institutions, and to all of these she responded readily and happily. In the words of Mr. William H. Elson, Superintendent of Public Schools at that time:

Mrs. Treat's life was a benediction to all among whom she lived and moved. . . . To help to better think-

ing, to better feeling, and to better living—to the realization of one's highest and best self—this was the keynote of her life

In the Kent County Juvenile Home, an institution devoted to the care of dependent and neglected children, there is a memorial window, the subject of which is the Sistine Madonna, and which bears this inscription "In honor of Lucretia Willard Treat "

Mrs Treat's love, devotion, and self-sacrifice in the interest of child-training, for the higher development of the spirit of true motherhood in the lives of young women, and for the promotion of right education in home and school, are ever present in the memory of all who came under her influence.

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JOSEPHINE JARVIS

BY EVA B WHITMORE

THE subject of this sketch, a frail little girl with a warm heart and a keen mind, early demonstrated that she was to become an influence in the lives of those with whom she came in contact

Josephine Jarvis's indomitable will overcame many difficulties and became a wonderful influence in the community in which she lived—as evidenced by the following tribute from a prominent citizen in her childhood home This friend writes that he had known her since his childhood, and that after the death of her brother Miss Jarvis lived with his family He says

We loved her very much It was due to her skill in nursing and to her incomparable understanding of the child make-up that I am to-day walking the earth instead of being part of its dust, so you will understand that anything that I can do in memory of her, I would consider small indeed

Her desire for study, during the long years of

close application to the call of duty in her own home, prevented Josephine Jarvis from taking an active interest in outside public affairs. But during these years she was laying the foundation for her literary career. Her love for and understanding of childhood, added to her proficiency in languages, enabled her to make her special contribution to the kindergarten cause as a translator of Froebelian literature.

She came to Chicago late in the seventies, to familiarize herself with the practical application of Froebel's methods. Here she organized a class of eager students and began to translate Froebel's writings which up to that time had not been available.

Miss Jarvis brought out first her translation of Froebel's "Education of Man." Her second book, "Mother Play and Nursery Songs," was published in 1878. In the American Preface to this book Miss Elizabeth P. Peabody writes

This book, unique in the world's literature, is brought out in America in answer to a wide demand of American mothers. Froebel was born in Germany, but he was truly cosmopolitan in spirit, and recognized that in America, where the nations have come together at last to understand one another, instead of meeting, as hitherto, to prey upon each other, the self-activity of

universal childhood can best be cultivated for self-direction and self-government, inasmuch as the first word of our nationality was, is, and ever shall be, "all men are created free and equal"

Some persons have foolishly suggested that there must be a difference between an American and a German Kindergarten. But the kindergarten, true to the one nature of childhood, is irrespective of all local circumstances. Generosity, self-respect, courtesy and reverence, spontaneous geometry, rhythmical motion, music, and plastic art, are universal as humanity, and it is these which make the kindergarten one and the same in all countries. Besides, so far as this book is redolent of the subjectivity of German life, it is a salutary contrast to the extreme objectivity of the American life, and the connection of opposites is the law of the complete, well-balanced life, that we are in pursuit of for our children and ourselves.

The preface to the second German edition is also printed in this volume. Dr. Wichard Lange says in this preface:

The book before us is not a complete mode of education, not a formal system of early lessons for children, but it is a moral whole, woven and held together by one prevailing fundamental Idea, and impressing wonderfully all those who are open to its influence, a whole which arouses all dormant inclinations for good left by a healthy education, a whole which awakens those pur-

poses, thoughts, and resolutions which lead to salvation of heart, a whole which points out the way the mother must follow, if she would solve her practical problems irrespective of the criticism of a noisy material world. With this spirit, and from this standpoint, the mother will make her influence sensibly felt. For love only is the motive power and effectual working-lever in education.

May every mother, therefore, avail herself of this book as a partner in her labors, and receive it joyfully as a treasure for her family!

In 1895 D. Appleton and Company published Miss Jarvis's translation of "Pedagogics of the Kindergarten, or Froebel's Ideas Concerning the Play and Playthings of the Child."

This book was issued in the International Education Series with a preface by Dr. William T. Harris, who says of it

The chief value of the present volume is to be found in the thorough-going discussion of the first five gifts. Froebel found an educational value in every phase of the child's play and in every object that engages his attention. He finds all that the child does significant and of educational importance. In fact he is the great pioneer founder of child study as well as of the pedagogic theory of intellectual values.

The last work of Miss Jarvis was the translation of the second part of the *Pedagogics*—"Education by Development"

Miss Jarvis was an indefatigable worker and an ardent disciple of Froebel. She was a familiar figure at the meetings of the International Kindergarten Union and a loyal member of that body, faithful to the end. The kindergarten world owes her a debt of gratitude for her service in rendering into English the works of Froebel at a period when the kindergarten was new in the United States and the desire for first-hand knowledge of its methods and spirit was keen.

She was first in the field and deserves her place among those who established the kindergarten in America. Her life of service was quiet and unassuming, but its influence is not forgotten.

WILLIAM NICHOLAS HAILMANN

1836-1920

By BARBARA GREENWOOD

WILLIAM NICHOLAS HAILMANN was generally acknowledged one of the most advanced and practical educators in the United States

As an author and a translator of valuable works on education, as a teacher, and as an educational administrator he made a distinct impression on the educational thought and practice of his day, and contributed much of permanent value. Energetic, idealistic, hopeful, sweet-spirited, it was a privilege to come in contact with him and rare good fortune to have his friendship.

This tribute from Dr. P. P. Claxton, former Commissioner of Education, expresses the judgment of all who study the life of this friend of the kindergarten.

Although Dr. Hailmann was at first associated only with the teaching of adults, he soon realized the importance of an individual's early years.

This led him to include the very young child in his scheme of education G Stanley Hall says

Dr Hailmann knew the details of kindergarten work, and its development in this country owes him, I think, a far greater debt than any other man I wish we might have an intimate biography of him, for I think his life in Switzerland and in this country could have lessons all its own for us

It is to be deeply regretted that detailed experiences of a life so rich in associations and so full of accomplishments could not have been personally related A plan for an autobiography was evidently in his thoughts, for among his manuscripts was found a short sketch of his early life, the facts revealed in this sketch are so significant for those of us who believe in the influence of the early environment that the following passages are quoted entire

I was born at Glaris, a noted industrial city in the central part of Switzerland A few months later, my father, a designer for cotton print-goods, accepted a lucrative offer from a large factory at Islikon, in the canton of Thurgau Here, in a beautiful rural environment, I spent the first years of my life The only child of the family, I was the chief care of my devoted mother and a fond grandmother My father, although of kindly disposition, was so constantly absorbed in his work that

we had little opportunity of becoming familiarly acquainted with each other

On the other hand, my mother, a convinced admirer of Pestalozzi, was ever deeply solicitous of my development and of my environment. In favorable weather I spent most of my time out-of-doors, in our ample garden, at the side of the small brook on the banks of which our home was built. Later on, with some favored neighboring children. Often I was encouraged to pass an hour in a near-by flour-mill, or in the carpenter's shop, or shoe-shop, where I learned much by doing. The carpenter, a kindly man, taught me to do many things with his scraps that gave me much delight, or I accompanied a neighbor to the vineyards or fields that decked the hills a few furlongs from our home.

Inclement weather found me in my own play-room in the upper story of the house, busy with picture-books and, later on, with drawing and writing material, with building blocks and a beloved tool-chest. Here, too, I learned to read and write, to sing and "compose" songs with occasional help from my mother or a trusted older companion.

My mother often joined me in my play-room. Unostentatiously, she took an interest in my work. Frequently I brought one of my picture-books to her with questions, among which the "what is this?" prevailed. In answering she would first slowly pass her finger along a row of marks placed under the picture and of no meaning to me. This gradually aroused my curiosity and when I was told that these marks held the answer to my questions I grew eager to read their meaning myself.

Then came a delightful period when with the help of the picture-books, letter-blocks and slate, I learned in a short period to read and write these labels and, in a few months, even short stories in children's books. A new world was opened to me, so attractive that I frequently sought my play-room even in fine weather. This infatuation was eventually reduced to normal limits, however, by walks with my mother in which she led my interest to the observation of flowering plants and butterflies and to drawing and coloring on that basis.

When I reached the age of six years, the time had come for me to go to school. My first experience was far from encouraging. An older boy had volunteered to take me to school. We arrived shortly before opening and I took temporarily a seat next to my friend who began, possibly in order to keep me quiet, to draw pictures for me on his slate. A sketch of a crying baby in a cradle amused me greatly, and I, not aware of the rules of the school or forgetful of my solemn environment, burst into a laugh. The master's eyes were at once fixed upon me and in a harsh voice he ordered me to come to him. I obeyed promptly, fearing no evil. He asked for my name, assured himself that I was the guilty one, ordered me to hold out my hand, and dealt me a smart blow upon the outstretched hand, instead of the cordial greeting I had expected. I abruptly withdrew my hand, ran to the door and, without stopping for my belongings, rushed out of the room as fast as my feet could carry me to my home.

This proved to be the end of my first school enterprise.

My mother resumed the task of teaching me until a few months later when a new teacher had come to the village school, a friend of our family and a convinced follower of Pestalozzi, and a kindly nature. He examined us closely and placed us in varying groups in the different subjects, and he soon had a busy school throughout—eager in their work. With special joy I greeted my elevation into a French group, in which language I owed some instruction to my father.

In less than two years, it was decided to promote me to a secondary school, located at Frauenfeld, the capital of the canton, three miles east of Islikon. Here I found myself in a distant corner of a room that held forty or more girls and boys of varying ages taught by the "rector." Our work consisted of memorizing and reciting lessons from books and occasional written exercises. This work occupied very short periods and left us frequently with nothing to do, affording us much leisure for mischief. My neighbor in the common desk had been favored on the occasion of his birthday with a new pocket-knife, and in an idle period conceived the idea of testing its qualities on the desk. He was ingenious and successful and I, too, yielded to the temptation of following his example. In my artistic eagerness I forgot caution, and the "rector" stood before me. With words of anger he had aroused me to a sense of my danger and there began his efforts to chastise me on the spot with his ever ready ruler. But ensconced in my corner, I avoided his blows. At last, he lifted me bodily out of my seat, pushed and carried me to the door, deposited me outside and ordered me to go home and not to return, unless he sent for me.

My home journey was a protracted torment. As I pictured to myself my mother's grief, tears came. I became convinced that I was a thoroughly bad boy. With this confession, when I had reached home, I buried my face in my mother's lap and gave her in halting words an account of my disgrace. Calmly, yet with grief in her voice, she said she would speak with my father and they would look into the matter. This she did on the following day and also consulted my former primary teacher. The latter informed her that a friend of his, a superior teacher, had opened a private school, and strongly recommended that I be sent there after apology to the "rector."

The new school was located in a quiet suburb of Frauenfeld. There were six of us and the teacher named Himmel. This name signifies "heaven," and fully did he justify this name in his life with us. He was the kind and resourceful friend of each one of us. In every direction, at school and on our excursions, he stirred and respected individual and social interest, led us to serious research work in experiment and in reading with the help of his small but ample library. Every fresh knowledge led to new doing, imitative, manual, experimental, artistic, dramatic, etc. At every point we felt that we amounted to something worthy of respect.

After a lapse of two years, Mr. Himmel accepted the position of teacher of the high school at Buehler, a small industrial village in the canton of Appenzell. Loth to lose our teacher-friend, four of us prevailed upon our parents to let us go with him as members of his family and of his school. Then began two years of delightful

life in wider and even more stimulating association and environment

In 1849, at thirteen years of age, I was deemed sufficiently advanced in my studies to enter the polytechnic division of the Cantonal College at Zurich. This school was to me at first an immense complex of specialized subjects, each taught by a special fountain of information on his subject, with little apparent interest in the learners. This isolating impression, however, was subsequently modified as I progressed in my studies. I had chosen for my chief pursuit the modern languages, natural history, physics, chemistry and, with a private tutor, Latin and a little Greek. My deep interest in the nature studies brought to me in time the special good will of the teachers of physics and chemistry and procured for me the privilege of invitations on their part to assist in their laboratories, a distinction I valued highly.

Among salutary influences that came to me, I cannot refrain to mention a club of some twenty students from different classes. Its aim was self-culture and in various forms. Papers on a variety of subjects were read and discussed, week-end excursions to points of historic or other local interest were undertaken, song-practice, serious and humorous readings and dramatizations cheered and challenged our interest and shielded us against the snares and pitfalls of less innocent and at the same time ill-guarded "student-life" . . .

Three years later (1852) William Hailmann came to America. Being a well-trained linguist,

he was not long in securing a position as teacher of modern languages, first in Henry College and later in the high school of Louisville, Kentucky. His tastes, however, were distinctly scientific, and they led him into the Department of Natural Sciences in the same school, where he taught for seven years (1857-64). His work, from the first, was characterized by the most modern methods and was received with enthusiasm.

Because of the prevailing memory methods among high-school students, however, he found himself constantly hampered. The fact led him to an investigation of the elementary schools. He felt convinced at this early period that radical changes in teaching methods were necessary, and that the beginning years were those of supreme importance. He began to collect definite data with which to formulate a philosophy of education. Through lecturing and publicity in the papers and magazines, a wide-spread interest was created and cooperation received from various educators.

In 1860, at the age of twenty-four, Dr. Hailmann visited his old home in Zurich, Switzerland. Here he made investigations of the schools and gained much valuable data.

His first interest in the kindergarten was en-

gendered at this time, he visited several and felt gratified at what he found. New ideals were revealed and he responded immediately to the inspiration of the Froebel message. On his return to America the Civil War interrupted for a time his educational work. The illness of his wife, however, necessitated his early resignation from the army, and he resumed his high-school work. The following incident is related of him illustrating his adherence to principle—a habit typical of him throughout his entire life.

Dissatisfaction arose among high school teachers because of the low salaries, they petitioned for an increase solemnly promising each other to resign were the request refused. It was refused, and Dr. Hailmann was the only member of the group who resigned.

The incident did not interrupt his activity as a teacher, however, for immediately he was called to a position in the German-American Academy of Louisville. One of his early movements here was to establish relations with the patrons of the school similar to the organization known in these days as the Parent-Teacher Association. In 1864 the idea was an entirely new one and indicative of the far-reaching vision which always characterized Dr. Hailmann and his work.

For eighteen years Dr Hailmann was the head of this and two other similar institutions. During that period he had the opportunity to try out the Pestalozzi-Froebel principles, which he had observed and studied with the open mind of the scientist. It was in Louisville (in 1865) that he became a pioneer in the kindergarten field, when he established a department for little children and placed a trained kindergartner from Baltimore in charge. The venture was successful beyond all expectations, and Dr Hailmann was convinced that the kindergarten was the logical basis of the educational scheme.

In 1857 Dr Hailmann had married Eudora Lucas. Mrs Hailmann now became a deeply interested student of the kindergarten and materially assisted her husband in promoting it. Twice she went abroad, in 1866 and again in 1871, to study the kindergartens in Switzerland and Germany. Her enthusiasm and practical knowledge enabled her to become an active leader in the kindergarten field.

While Dr Hailmann was still in Louisville, the National Education Association had its first meeting (1872) in Boston. At this first session Dr Hailmann presented a paper on "Adaptation of Froebel's Method to American Institutions."

The paper created a great interest among educators and led to further investigation of the kindergarten system

After ten years of progressive work in Louisville, Dr Hailmann became head of the German-American Academy in Milwaukee, Wisconsin. Here he made a notable advance, not only a kindergarten was established, but kindergarten training classes also. The work was given in English as well as in German, thus strengthening the kindergarten idea among the English-speaking people of the city and state.

It is evident from the following letter written by the superintendent of the Milwaukee City Schools how wide an interest was felt in this forward movement. The letter is dated February 13, 1873, and reads as follows:

It affords me great satisfaction to learn that Professor Hailmann, Principal of the German and English Academy, is making arrangements for opening a Kindergarten in this city, adapted to the wants of the English speaking portion of the Community. German Kindergartens have been in operation for some time in different sections of the city, but no school of this kind has yet been furnished, in which children of American parentage could receive instruction. Professor Hailmann's enterprise should be welcomed by all who are interested in the advancement of more rational and correct methods

of infant education than have hitherto obtained in this country I earnestly hope it may meet with the encouragement it deserves, and that the day is not far distant when we shall have a Kindergarten department in every large Public School in the city I take great pleasure in commending Professor Hailmann to the American portion of our population as a man in every way fitted to have the direction of such an undertaking He is the author of an admirable Manual of Kindergarten Culture, and has had large experience with schools of this character Professor Hailmann appreciates the importance of adapting the Kindergarten, as it has been elaborated in Germany, to American life and institutions, and I have no doubt will place within the reach of the Milwaukee public, a school equal to the best of its kind in this country

[Signed] JAMES MACALISTER,
Superintendent Public Schools

Dr and Mrs Hailmann moved to Detroit in 1879 Here they established more training classes, and Mrs Hailmann opened the first English-speaking kindergarten classes in the city Others followed under the auspices of the Free Kindergarten Association

It was at this time that Mrs Hailmann devised the second gift beads She had previously worked out the social sand-table, the doll-house, a group table, and some enlarged forms of building gifts, used under her direction for social work

In 1883, Dr Hailmann was again called to the public schools as superintendent, in Laporte, Indiana. Here a constructive piece of educational work was done by both Dr and Mrs Hailmann. In the eleven years of Dr Hailmann's administration the Laporte School System attained a national reputation for progressive reforms. Kindergartens were established in the public schools under his direction, kindergarten principles permeated the grades, manual training was introduced in the elementary and high schools, art work developed along rational lines never before conceived.

In line with her husband's forward move, Mrs Hailmann also was active in promoting the kindergarten ideas. She established and maintained in Laporte (1885-94) a training school for kindergartners, aided her husband in securing the establishment of kindergartens in the public schools, prepared, with the assistance of her daughter, "Songs and Games for Nursery, Kindergarten and School", organized the first and very remarkable kindergarten exhibit for the meeting of the National Education Association at Madison, Wisconsin. The exhibit attracted much attention and was the means of securing in 1884 a kindergarten section of the National Edu-

cation Association The kindergarten was thus brought to the attention of educators and given a deserved prominence Dr Hailmann was elected president of this first section

During those early days in Laporte, Dr and Mrs Hailmann, in their zeal for the kindergarten, used every means for its advancement They established a summer school (an innovation at that time) to which teachers came from all parts of the country to be instructed in kindergarten methods

In 1894, Dr Hailmann was appointed to the Government Indian School at Washington, where he remained four years It is a generally accepted fact that the Indian School advanced more under his administration than at any other time in its history One year after his appointment the kindergarten became an integral part of Indian education In 1897, the "Kindergarten Review" made the following statement

In the Government Indian School four years ago there was not a single kindergarten, now there are over forty, and the primary work is thoroughly vitalized with the spirit of Froebel A quotation from the Government Indian School newspaper (1912) indicates the students' regard for their leader "Dr Hailmann brought to his

work ripe experience and great success as an educator, and made a deep impression on the Service. As long as the Indian work continues, Dr Hailmann will be remembered by Indian workers for his efficiency, loyalty to lofty ideals, expertness as an educator, and the noble spirit of service which actuated him."

Mrs Hailmann had accompanied her husband to Washington and resumed her training-class work. In 1897, however, she suffered an attack of nervous prostration which led to her death in 1905. In cooperation with her husband she had given thirty years of loyal service to the kindergarten and through her efforts much had been achieved.

From his position with the Government, Dr Hailmann went to Dayton, Ohio, where he remained for five years as Superintendent of Schools (1898-1903). Here he continued his ever-progressive endeavors for the advancement of education, from kindergarten through high school. When, in 1903, Dr Hailmann felt it necessary to resign, profound regret was felt by the entire school body and the citizens who appreciated the strength of his character and the quality of his leadership. From the many letters received by him at the time a quotation from one

written by the principal of the normal school gives an idea of the appreciation of the teachers of Dayton

I count my years of association with Dr Hailmann as the great gift given me by the Giver of all good gifts. His devotion to all the children, his sympathy and belief in them, his consciousness of the power of good, his grasp of spiritual law, his patience and self-effacement, his beautiful professional spirit, his devoted, joyous adherence to the ideal, all impressed and stimulated me.

Dr Hailmann was often spoken of as an idealist. However, his grasp of practical details, his knowledge of how to express the ideal in terms of reality, have impressed our schools to this day.

The following ten years (1904-14), Dr Hailmann spent in the Department of Psychology and Education in the normal schools of Chicago and Cleveland, Ohio. His work here was the logical outcome of the many years in which he had studied psychology as an applied science. In this department he demonstrated again the impartial attitude of the scientific mind. The radical changes of the new psychology found him alert and sympathetic, fully able to meet the changing ideas of the new century.

Not only did Dr Hailmann achieve distinction as an instructor and administrator, but in the

field of educational literature he also won deserved recognition. From 1866 to the end of his life his pen was ever active in the cause of education. A notable piece of work was his translation of Froebel's "Education of Man," which remains to-day a classic of its kind. His "History of Pedagogy" (1870) is a scholarly work which entailed pioneer research. His "Psychology," his "Kindergarten Culture," together with all of his other publications vitally affected the trend of thought in the new education. Through newspapers also Dr. Hailmann found opportunities to set forth ideals of citizenship founded on sane educational bases. It was his constant effort to reach the mass of the people. He was thoroughly imbued with the spirit of democracy and realized to a degree far in advance of many of his contemporaries how important a factor education must be in establishing and maintaining our principles of government.

In 1907 Dr. Hailmann had married Helena Kuhn of Detroit, Michigan. When, in 1914, physicians advised a change of climate, Dr. and Mrs. Hailmann went to California. He accepted a position as instructor in the Broadoaks Kindergarten Normal School in Pasadena. Here he had the opportunity to concentrate his efforts on

the problem of the kindergarten, the principles and ideals of which he had promoted for fifty years. In the genial environment of the school he found and gave inspiration to all who came under his influence. Students and colleagues felt the greatness of his spirit in these latter days as did those who were with him in his earlier years. He was to the end their wise counsellor, intelligent leader, and friend. His sympathetic appreciation lifted them to his own plane of vision, they knew that he understood their efforts, entered into their struggle to attain, and by his generous recognition of them as co-workers in a great cause, he renewed their strength and gave them courage to go on.

We who knew Dr Hailmann in his last years have the happy memory of him in his little home in Pasadena close to the beautiful Arroyo Seco and looking up to the grand Sierra Madre Mountains. Surrounded by his new friends and old, and with his devoted wife, who anticipated every want and gratified every possible wish, he lived and worked to the end, which came May 13, 1920. He was buried in Pasadena's beautiful Mountain View Cemetery.

Having served his day and generation, by the gift of God he fell asleep . . . and his works do follow him.

ON THE PACIFIC COAST

EMMA MARWEDEL

BY EARL BARNES

AT the close of a teachers' meeting in Oakland, California, in 1892, a woman came up to me and, speaking with a strong German accent, introduced herself as Emma Marwedel. She was short, rather stout, and about sixty years old. She had a broad face, a determined mouth, and strong, fine eyes which commanded instant respect.

It was obvious that she was a woman of distinction, used to commanding attention, while her negligent dress and the attitude of the teachers showed that she had, for the time being, fallen out of the race. In a short conversation I learned that she was devoted to definite educational ideas, thoroughly convinced of their value and of their finality, and eager to be of service in the world.

During the following months she visited me several times at Stanford, speaking to my classes and helping me with suggestions in my experi-

mental kindergarten. She was the typical educational reformer, and about equally interested in the details of kindergarten education and in schemes of world regeneration through education.

This gave her conversation a philosophic interest, for she was a woman of wide reading and much intensive thinking, but it made her impractical. Outside of education and social reforms she had almost no interests, and she seldom spoke of her past. She told me that Miss Peabody brought her to America, but that when she arrived here, opportunity to develop her ideas was not found. She associated herself with an adventurer who was developing a colony (I gathered that it was a land speculation, somewhere on Long Island), and its financial failure determined her to seek a new career in Southern California.

She often spoke of Mrs. Wiggins and her sister, Miss Nora Smith, as among her early students in Southern California. Later she moved to Oakland, where I met her. An accident in a hotel, where she had fallen on the stairs, yielded her damages of about two thousand dollars, and on this money she lived in modest lodgings, attending educational meetings and seeking

everywhere to interest people in the kindergarten movement

She was deeply interested in Froebel's philosophy, and she had developed a series of exercises for little children even more fixed and definite than that practised by some of the followers of Madame Montessori. From her scanty capital she had spared means to have manufactured spheres, cylinders, cubes, and oblong blocks of wood each about half an inch in diameter. They were vividly colored in the seven primary colors, and they were perforated so that they could be strung on threads or laid on a table in patterns. Then she had prepared large colored charts, on cardboard, giving combinations of these forms and colors carefully graduated from the sphere alone to elaborate combinations of all the forms and colors.

Realizing that the mind develops from the simple to the complex, she thought that she could prepare it by the use of these symbols so that when the child dealt with the realities of everyday life his mind would be ready to arrange the new content with logical accuracy. It was a universal application of the practice common among older teachers of language, who believe that by

formal exercises in grammar they can prepare the student to use words when he wants them

Her ideal lesson was given to one child, sitting opposite her at the table and laying patterns with the little wooden symbols at her dictation. "Take a red cube," she would say, "lay it directly in front of you. Take a blue cube, lay it at the right of the red cube and against it," and so on. In these exercises she believed she found full opportunity for realizing all the child's longings and for cultivating all his virtues

At the same time, Miss Marwedel had a very kindly nature and children respected and trusted her. She recognized the value of music, but reduced it largely to an accompaniment for marching, clapping, and little chants. Free play and unrestricted activity might be allowed, but they demoralized the mind.

Miss Marwedel made a will leaving her books, colored forms, and charts to Dr. Elmer E. Brown, then in California University, and to me; but she did not sign it. I was in Europe and Dr. Brown was away from California when she died. When I returned, her effects had been sold, and I could find no trace of them, they had gone to some junk-dealer and were lost.

Personally I have the most pleasant memories

of Emma Marwedel. She was a lady and a scholar. She first interested me in Seguin's writings, and she brought me a world vision and philosophy which, if impractical, was always interesting. As a wandering teacher and scholar she must have touched many lives, and in spite of failure, she always remained a distinguished woman and her indomitable spirit never failed.

SARAH B COOPER

1834-1896

BY ANNA K STOVALL

SARAH B INGERSOLL opened her eyes on a world awaiting her service, in Cazenovia, New York, on December 12, 1834. Until the day of her tragic death, December 11, 1896, she made a world of joy for all those who knew and loved her. She entered Cazenovia Seminary, a coeducational institution, at the age of fourteen and was graduated three years later. Among her class-mates were the late Senator Leland Stanford of California and the late Philip Armour of Chicago. She was a cousin of the famous Robert Ingersoll and had in a marked degree the same gift of eloquence.

She returned to her alma mater for the celebration of the semi-centennial jubilee in 1875, and contributed to the occasion an original poem entitled "Retrospect and Prospect." After graduation, there followed a period of teaching and continuation of studies at Troy Female Seminary.

While engaged as governess in the family of Governor Schley, Augusta, Georgia, she became the wife of Halsey Fenimore Cooper, a former professor of Cazenovia Seminary, then surveyor and inspector of the port of Chattanooga by appointment of the President of the United States

Washington, Memphis, St Paul became respectively the Coopers' abiding-places, until in 1869 they journeyed to San Francisco Here Mr Cooper, until the time of his sudden death, was connected with the United States Customs

Of their three children, only one survived childhood, their idolized, merry-hearted daughter Harriet, her mother's mainstay, close companion, and efficient secretary The parents and daughter were strongly united by deepest bonds of affection, which never failed to be the subject of remark by all who observed them together

Mrs Cooper was the personification of practical Christianity and from her early girlhood was an active member and Sunday-school teacher of the Presbyterian faith To quote her belief, "Christianity is more than a creed It is life baptized with the spirit of divine love and helpfulness" "Every true Christian life must break forth in bounty and benefactions, in a steady effort to make the world better and to lift the burden of

human woe ” “If I would prove to any one that God is his Father, I must first prove to him that I am his brother ” “A religion that has all for a future life and nothing for this, has nothing for either ”

Notwithstanding their opposing views on religion, a strong friendship existed between her and her cousin, Robert Ingersoll. He inscribed in one of his own books to her, “To my dear Cousin Sarah, of whom I will say, if all Christians were like her this book would never have been written ”

Mrs. Cooper’s literary work began at the age of twelve, when she wrote for the village paper, and from that time throughout her life she was a regular contributor to various leading newspapers and periodicals, her reviews and editorial work, together with stories and prose articles, giving her an established reputation in the literary world. Not only as teacher, writer, lecturer, but as a great Bible-class leader and as officer or member of nineteen different societies, charitable, civic and social, did she win distinction. She was an ardent suffragist, but never a “militant,” a personal friend of Susan B. Anthony, Dr. Anna Shaw, Lady Somerset, Frances Willard, a charter member of the Associated Charities of San Fran-

cisco, never missing a meeting, a member of the Press Club, the Century Club, and the first president of the International Kindergarten Union, presiding at the meeting held in Chicago during the Columbian Exposition in the summer of 1893

Frances E Willard, a warm personal friend, gives this description of her first visit to Mrs Cooper

Her strong sweet individuality I have not seen excelled, a fragile but symmetric figure somewhat above the medium height, simply attired with appropriateness and conspicuous neatness, with poise and movement altogether graceful, and while perfectly self-possessed, at the furthest removed from being self-assertive. Smooth broad brow, wavy hair, granite gray-blue eyes, large, pensive and loving, nose of the Roman type, dominant yet sensitive, a mouth firm yet delicate, full of the smiles that follow tears, the unmistakable expression of highest force held in check by all the gentlest sentiments

She illustrated how near the gate of Paradise a mortal home may be. In her lovely cottage with its spotless cleanliness, tasteful rooms individualized so perfectly that he who ran might read, in her flower decked dinner table, in the "good talk," in her study upstairs packed with choice books, with the sunset window overlooking the Golden Gate, I stored up memories on my visit to yield electric energy for many a day

In her Bible Class there was no extended monologue, but the Socratic style of colloquy, brief, comprehensive,

passing rapidly from point to point. It characterized the most suggestive and helpful hour I ever spent in a Bible class—all so fresh, simple and earnest. If I have ever clasped hands with a truth seeker, a disciple of Christ and lover of humanity, Sarah B. Cooper held out to me that loving, loyal hand.

When the first Kindergarten Society was established in San Francisco, in 1878, by a group of philanthropic citizens, largely Jewish,—inspired by the zeal of Felix Adler of New York,—John Swett, “the Horace Mann of California,” then principal of the Girls’ High School and the Teachers’ Normal Class, called Mrs. Cooper’s attention to the interesting new departure in the education of little children, the historic Silver Street Kindergarten under direction of Kate Douglas Smith (later the Kate Douglas Wiggin of literary fame).

With keen recognition of its constructive value, Mrs. Cooper immediately bent her forceful energies to extending this educational line of work in San Francisco, and as a result the present Golden Gate Free Kindergarten Association was started in her Bible class. It began under the name of the Jackson Street Free Kindergarten Society, with one kindergarten. This was the second free kindergarten west of the Rocky Mountains, and

was opened October 6, 1879. It was located in the heart of the "Barbary Coast," a thickly populated district of corner saloons, small tenements, and shops, then rampant with hoodlumism.

Through a series of newspaper articles Mrs Cooper brought the new educational movement before the public and a warm local interest was quickly awakened. She called it "a work of faith in God and good people." In the second year of the work, to the astonishment of public and press "that such a thing could happen in the nineteenth century," Mrs Cooper for her earnest and constant advocacy of the kindergarten in her Bible class was charged, by a deacon of her own communion, with heresy. At the close of the trial resulting in her favor, she transferred her large, undenominational Bible class to the Congregational Church, declaring, "The great waiting world needs workers, and I love to work. If I have any helpful work to do, there is ample room in which to do it."

She won the approval and enlisted the active cooperation not alone of her Bible class and her many warm personal friends, but of men of large affairs, and other kindergartens were added steadily from that time until 1896.

The gift of the Stanford endowment made in-

corporation of the Kindergarten Association necessary, and the new name, "Golden Gate," was chosen. It was inspired by the mother of the present president, third since the organization started—Miss Virginia Fitch, who has served since 1904.

During the period of Mrs. Cooper's administration, the five Leland Stanford, Jr., Memorial Kindergartens were started and endowed, and the five Phœbe A. Hearst classes and the Emily Pope Walker Memorial class regularly supported. These kindergartens form the backbone of the present organization. The time was one of rapid and steady growth, and through the influence of her noted annual reports and her vast and wide correspondence, kindergartens were established in other cities of California, in other states, and even in foreign lands.

The sweet contagion of her great spirit of unselfish, energetic devotion spread to all the faithful helpers she gathered about her and remained with them after her passing. The daughters, even the granddaughters of members of the first board of managers are to-day serving as officers or directors of the association.

The morning preceding Mrs. Cooper's sixty-second birthday (December 11, 1896), her wide

circle of friends was plunged into mourning by the untimely end of mother and daughter

On that day, her faithful Chinese servant, not hearing Mrs Cooper attending to her pet bird at six o'clock after her regular two hours' work at her desk, according to her habit, waited for the accustomed signal to prepare the morning meal. He waited long, and everything was so quiet he was afraid that something had happened. He went up to her study, knocked, and upon receiving no response, went toward the bedroom of mother and daughter, smelled a strong odor of gas, and gave the alarm.

During the fall of 1896, as a result of overwork as superintendent of the Kindergarten Association, Harriet Cooper suffered a physical breakdown that developed a suicidal tendency. Under her strong obsession, she longed "to go to Father," and, with an undivided affection, "to take Mother." "Together we have loved, together we have worked, together we have enjoyed, together we have sorrowed, together we must cross the river," she wrote in her diary.

With intense mother-love, trusting and praying that Harriet's health might be restored, Mrs Cooper did not reveal her daughter's condition to her most intimate friends until shortly before the

end, assuring them that she could control the situation by loving, gentle persuasion and pleading. On the altar of passionate shielding love for an idolized child did she sacrifice her great, noble life, devoted by tongue, pen, and deed, to the welfare of her fellow-men.

The following tributes at that time from widely known and honored men testify to her worth and work.

Dr David Starr Jordan, chancellor of Leland Stanford, Jr, University, said

In all Mrs Cooper's work I have been greatly impressed with her clearness of mind. She knew exactly what she wished to accomplish and worked for it with great wisdom and power. Though a woman of strong emotions, she was not controlled by them, and she always gave the impression of persistent strength.

From the late Dr Martin Kellogg, president of the University of California, came this tribute:

Mrs. Cooper's singular ability as a public speaker brought her into a wide range of charitable and religious efforts. Her Sunday Bible Class was a marvel in itself, and proved her acquaintance with the best phases of religious thought. In whatever public assembly she appeared, her charm of manner, her earnestness, her range of thought, and her womanly enthusiasm made her more

than welcome. So large a sphere of usefulness has seldom been opened to an educated American woman

The late Dr Jacob Voorsanger, the learned and eloquent rabbi of the noted Temple Emmanuel of San Francisco, said

She was in all respects and in the fullest sense a teacher of the people. The city of San Francisco owes her a debt which it can not repay and the State of California should rank her name among those of the noblest women. To such as she the ancients reared temples. A teacher of Christianity, she has risen above the narrow plane of sectarianism. She taught no theology because she understood Christianity to be the religion of humanity. She loved mankind because she believed in the republic of God.

On April 4, 1923, twenty-seven years after her death, a simple fountain to the beloved memory of Mrs Sarah B Cooper was placed by her many friends and admirers in the children's playground in Golden Gate Park, San Francisco.

For over thirty years a large elementary school attended by children of Italian parentage in the northern part of the city, has borne her name, but more closely identified with her active, worthy life, is the sustained work of the Golden Gate Free Kindergarten Association, now in its forty-second year. "Her works do follow her."

A BOOK OF REMEMBRANCE

KATE DOUGLAS WIGGIN

1856-1923

BY NORA ARCHIBALD SMITH

Then they that feared the Lord spake often one to another and the Lord hearkened, and heard it, and a book of remembrance was written before him

THIS is a Book of Remembrance, and in it are set down the things of which we spake often one to another in the early days of the kindergarten in the United States. It is written not only of events, but of persons, not only of heroic deeds, but of the heroes who performed them, and in this we are thinking forward-looking thoughts, for we know that the greatest thing a hero does for the world is to be a hero and thereby inspire others to heroic living.

The growth of the kindergarten in this country was like the lighting of watch-fires on the hills from east to west, calling the clans to battle. The blaze which our beloved and revered Elizabeth Peabody kindled in Massachusetts was seen

and answered from a hundred heights, here and there, across the land, and by and by a splendid flame soared upward in California. Eager eyes to watch it and eager hands to tend it were never wanting then, and that they still are to be found is proved by the latest statistics on the growth of Froebel's theories of education in the United States, which show that California leads the van in the increase in number of its kindergartens per year.

The old adage that a good beginning makes a good ending is true everywhere, and it is certainly true in regard to the Golden State, whose kindergarten beginnings were enthusiastic, eagerly welcomed, and everywhere popular. The cause was fortunate in having as a leader Kate Douglas Wiggin (then Kate Douglas Smith), who, realizing the importance of written records in such a movement, set forth from the earliest days, in her series of delightful and interesting reports, the various events that attended the march of kindergarten progress in the West.

The first of these reports, which were widely circulated throughout the country and everywhere served as useful propaganda, was dated September 1, 1881, and covered the three previous years, the first free kindergarten of the West having



KATH DOUGLAS WIGGIN

been established September 1, 1878 Upon its title-page the little pamphlet bears the following words

Report of the San Francisco Public Kindergarten Society,
For the three years ending September 1, 1881

Containing a record of the Silver Street School, the first Free Kindergarten west of the Rocky Mountains, a history of the subsequent movement arising therefrom, throughout the City and State, and a plea for the better protection and education of our children.

In the prefatory note to this report, Mrs Wiggin says, "The era of Free Kindergartens in California began with the year 1878, but something had been done for the introduction of the system into San Francisco a few years earlier" She then goes on to speak of the work of Frau Bertha Semler, a pupil of Froebel, who came to California in 1873 and established a private kindergarten which was well patronized, though it continued for only a year She next describes the coming of Miss Emma Marwedel, her own training teacher, from Washington, D C, to Los Angeles in 1876, and the establishment of her private kindergarten and training class in that city, and goes on to tell the story of the movement in San Francisco which resulted in the establish-

ment of free kindergartens in California The report says

In the summer of 1878, Dr Felix Adler, well known as the President of the Society for Ethical Culture in New York, came to San Francisco for the purpose of delivering a course of lectures Dr Adler is widely respected for his various philanthropies, among which may be mentioned the Adler Free Kindergarten, which he has founded and in which he is deeply interested During his visit he convinced several of his friends, prominent men and women of San Francisco, that a movement of the same kind, for the good of the rising generation, should be organized here Judge Heydenfeldt, Mr S Nicklesburgh, Mr Julius Jacobs, Dr Hirschfelder, Miss Emma Marwedel, Mrs H Behrendt, and Mrs Gottig (I give all the names on the roll of honor) were among those who lent their cordial aid to the new enterprise Their enthusiasm soon convinced those with whom they came in contact, and on the evening of July 23, 1878, a meeting was called at the Baldwin Hotel for the purpose of forming an association which was shortly incorporated as the San Francisco Public Kindergarten Society

Securing a number of subscribing and life members, the Society obtained funds for its active work, renting its quarters on Silver Street, near Third Street, buying its furniture and apparatus, and reaching out its kindly hand toward the tiny youngsters residing in the dismal locality known as Tar Flat

Thus far the report of long ago. It is as if the stage were set, the company assembled, and we were waiting for the leading lady. Let us hear what this youthful personage has to say about it in a few paragraphs from "My Garden of Memory," her lately issued autobiography.

It should first be explained, however, that after the completion of her course of training with Miss Marwedel, Miss Kate Smith (Mrs Wiggin) had opened a private kindergarten in Santa Barbara, California, lodging it in a picturesque old adobe house known as the "Swallows' Nest."

The autobiographer writes

We were a very happy family in the Swallows' Nest that summer, and we taught one another more than any of us realized. The only lack I ever felt was that I longed consciously for a larger group of children, and I had a vision of how wonderful it would be to plant a child-garden in some dreary, poverty-stricken place in a large city, a place swarming with un-mothered, undefended, under-nourished child-life.

This was the vaguest of visions, for I had never had the smallest experience with crowded neighborhoods, or with any but carefully brought up, well-trained, silk-stockinged children, not even having attended a large public school with its varied types of foreign birth or foreign parentage.

Had I known it, at this very time the way was opening for me to do the thing for which I was half-consciously groping

Felix Adler, the noted preacher, teacher, lecturer, author, philanthropist, came to San Francisco from New York in the summer of 1878, and in a brief visit gathered a company of men and women interested in education, forming a Board of Directors, which assumed the task of opening the first free kindergarten west of the Rocky Mountains. There were but few trained kindergartners from which to choose, and I was called from Santa Barbara to organize the work.

How gladly I packed my belongings and set out alone and unattended to undertake that Herculean task! How little I knew of what was to be done and how best to do it! I was only a girl, but I felt that a kingdom awaited me in that unknown city. I cannot do better than transcribe in these pages my youthful record of those days, for that was of the moment, and the heart, the soul of an experience cannot be easily re-created after a long lapse of time.

Those who have read Mrs. Wiggın's well-known pamphlet "The Girl and the Kingdom," which is also included in the autobiography, know of some of the happenings, "from grave to gay, from lively to severe," of those first days, weeks, months, in the famous Silver Street Kindergartens. They form the background of her books "The Story of Patsy" and "Marm Lisa," which

everywhere preached eloquent sermons on the value of the new educational gospel, they gave solid worth to her popular addresses on the "Relation of the Kindergarten to Social Reform," the "Relation of the Kindergarten to the Public School," "The Art and Mission of a Kindergarten," etc., they furnished the seasoning of experience to her notable series of reports, and they laid the foundation for the educational books afterward published in collaboration with her sister, Nora Archibald Smith

San Francisco's new experiment in education was successful from the first, for in the friendly climate of California all things come quickly to fruition. Visitors became frequent, in the first year more than seventeen hundred callers being registered, among them reporters from almost every newspaper in the state, and correspondents from many Eastern and foreign papers. Professors from the State University often came to take notes, and Mr John Swett and Mrs M W Kincaid of the San Francisco high and normal schools were early visitors and soon became firm friends, sending their students to Silver Street to observe Froebel's educational theories in operation, and to hold up the hands of the eager and enthusiastic leader in the movement

In the historic first report, of which I have been speaking, Mrs Wiggin says

In the spring of 1879, we welcomed one day, for the first time, a sweet-faced woman whose sympathy was evident before she had been in the room ten minutes. It was not much longer than that before she turned, with tears in her eyes, and clasping me by the hand, said "Why did I not know of this work before? Why did nobody tell me? It is the most beautiful thing I ever saw. Let me help you from this moment."

From that time the children of California and the kindergarten cause had an untiring friend and ally in Mrs Sarah B Cooper, who, until her death, worked unceasingly with voice and pen for the furtherance of Froebel's principles of education.

In 1880, when Mrs Wiggin's work had become widely known and well established, she opened a training class for kindergartners, in response to numerous appeals. This was the California Kindergarten Training School, which was continued until 1906, when that convulsion of nature, the San Francisco earthquake, and the subsequent fire, destroyed the old Silver Street building, the furniture and apparatus of its three kindergartens and normal-class room, and many of the books and records pertaining to the work.

Before opening the training school, Mrs Wiggin visited private and public kindergartens throughout the United States, and she mentions in her records that she consulted Miss Peabody of Boston, Mrs Aldrich of the Florence School, Professor Hailmann of Detroit, Miss Blow of St Louis, General Eaton, and Mrs Pollock of Washington, in framing a suitable and thorough course of study

For the first experimental year of training, Miss Nora Archibald Smith returned from Mexico and Arizona, where she had been doing pioneer work among Spanish-speaking children; and after her graduation took charge of the Silver Street kindergartens, the elder sister retiring from active work among the little people and devoting herself to the Training School. After some years of experience and further study, Miss Nora Smith began to assist in this work also, and finally, on Mrs Wiggin's removal from California, became the head of both kindergartens and normal class.

The California Kindergarten Training School—belovèd name which still warms the hearts of its four hundred graduates whenever it is seen!—was a happy and encouraging success from the very beginning, for the enthusiasm of its leader irradiated every common task and lighted an an-

swering spark in every heart That such enthusiasm is not exceptional, but characteristic of most kindergarten training teachers and training students, we gladly acknowledge, for there is unquestionably something in Froebel's theories that appeals to every woman, young or old, and she who has once grasped their inner meaning has reached a higher and a broader outlook upon life

Mrs Wiggin's graduates, as well as those of Miss Marwedel, who still continued her training work, early formed themselves (1883) into an association known as the California Froebel Society, which was devoted to the further study of kindergarten and the dissemination of Froebel's principles of education The meetings of this society were always interesting and well conducted, and many of Mrs Wiggin's addresses on the kindergarten were published and circulated under its auspices The free kindergarten work of San Francisco had now become so well and favorably known that Mrs Wiggin was frequently called upon to deliver these and kindred addresses at county and state teachers' conventions, and thus more converts were constantly made for the work

The graduates of the California Kindergarten Training School obviously proved themselves de-

voted missionaries in spreading the new gospel, for when the first ten years of the work had been passed they were not only teaching in thirty-two kindergartens of San Francisco and Oakland, but had inaugurated the work in thirty-three towns of the state, two in Oregon, three in Washington Territory, two in Nevada, and one each in British Columbia, Arizona, Utah, and Texas

In her autobiography, already mentioned, Mrs Wiggin gives a tribute to her "girls," as we all are wont to call those jewels in our training-school crowns

The four hundred young pioneers who first and last went out from our Training School with spirits aflame for service, have preserved its unwritten history in their hearts and lives, and when we meet one another now and then, at all-too-rare intervals, it is with something more than a mere hand-clasp, for we know that what we learned together in that well-remembered spot made life more fruitful and precious to us

It will surprise no one who reads this Book of Remembrance to learn that by the time all these things had happened, the youthful leader of the work had drawn so freely upon her stores of spiritual, mental, and physical strength, that they were temporarily almost exhausted. She had

freely given of herself to the cause, and though the writer of this chronicle has carefully chilled her pen till it can scarcely trace a line, lest she be accused of over-enthusiasm, yet she must finally and solemnly declare that the work and the worker were equally worthy of honor

By this time, too, the popularity of Mrs Wiggins's books had shown her that another career was opening to her and that hearts were waiting everywhere to welcome her dream children. The kindergartens and the training school were now in the hands of her sister, who was wholly united with her in ideas and ideals, and the already successful author could "follow the gleam" wherever it might lead her. Mrs Wiggins writes

I am not at all sure, even now, about the precise quality of such powers as I possess, although I am well aware of my deficiencies as an author. When I recall those marvelous days in California, first with children, their mothers, fathers, and homes, then with large classes of young women, and with many audiences in Western villages and towns, I half believe that Nature intended me not for a writer but for a teacher. I could always teach a thing whether I knew it or not, and I think I might always have remained a teacher had not my nerves been worn threadbare by "pioneering." At all events, I thank God for every enriching day spent with children.

There is not a woman whose work is set down in this Book of Remembrance, nor one who has contributed to its pages, but would offer the same prayer of thanksgiving, for we all believe with Elizabeth Peabody that "to be a kindergartner is working with God at the very fountain of artistic and intellectual power and moral character"

KATE DOUGLAS WIGGIN—
A TRIBUTE

BY LUCY WHEELOCK

ON August 24, 1923, Kate Douglas Wiggin (Mrs. George C Riggs) passed into the Eternal Rest. She had gone to England for rest and change of scene, and was taken ill on the voyage. She recovered from this illness, but later succumbed to bronchial pneumonia and died at Harrow, England. At her request her ashes were brought home and scattered upon the Saco River, in Maine. She had loved the river from her childhood and it was associated with many happy days in her later life.

Memorial services were held for her in Hollis, Maine, her summer home, and in many other places where her name is known and held in reverence.

No other author in our country has been so well loved. No other has received more tender tributes. An editorial speaks of her as the author of "Rebecca," and says of her,

By the later generation of her readers Kate Douglas Wiggin will doubtless be best remembered as the creator of "Rebecca." To the earlier generations she will surely be known as the author of "The Birds' Christmas Carol"—that classic of childhood which has been translated into most of the important languages of the world and has been printed in Braille for the delight of those who can see only through their fingertips. To still others she will be the sympathetic interpreter of Froebel and the apostle of kindergarten work in both private and public schools. And there are those who will perhaps remember most vividly her plays, her singing, her readings from her own books, her performances upon the piano, or "Penelope," or "Timothy," or "Waitstill Baxter," or yet the "Tales of Wonder" and the "Magic Casements."

A many-sided woman was she, and in every varied phase were the invariable elements of intense humanity and unflinching charm. She lived in an age of extraordinary activity and fecundity in both education and authorship, but among her contemporaries there were few who contributed more than she in quantity, or better than she in wholesome quality. Not many writers of her day gave unmixed pleasure to a wider circle of readers, and of none can it more confidently be said that they wrote not a line which would better have been left unwritten.

Mrs. Riggs had just before her death completed her autobiography, "My Garden of Memory." The story of her life is written in this book. It

is also written in the hearts of many children, of many teachers, and of many readers to whom she has revealed the secret of happiness

She has written many pages in the Book of Remembrance for the kindergarten world. The pages are illumined by her joyous spirit and by her love of children

